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CURRICULAR OBJECTIVES FOR THE PREPARATION OF ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
AND RESEARCH IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER IN EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled: "Curricular Objectives for the Preparation of Elementary School Physical Education Teachers", submitted by Donald N. Arsenault in partial fulfillment of the requirements for the degree of Master in Education in Elementary Education.

James H. Young
Supervisor

L.O. Stewart

Date

Oct 12th, 1979

DEDICATION

A Renée, Janelle et Annick qui sont

toujours les sources de mon inspiration

ABSTRACT

The purpose of this study was to identify curricular objectives for the preparation of elementary school physical education teachers. The study was initiated partly because of the increased attention being given to physical education in elementary schools.

Two sources were selected to identify these objectives: first, a review of literature on the subject of elementary school physical education; and second, a questionnaire which was sent to teacher educators and supervisors working with elementary school physical education teachers across Canada. In the review of literature, the writer examined the areas of growth and development of the child, provincial curriculum guides, recent trends in physical education, and teacher education programs. From the information obtained in this review, a number of objectives were identified. These objectives were divided into five categories: growth and development; learning process; movement experiences; organization and administration; and, evaluation. Questionnaires were sent to eighty-two teacher educators and to seventy-one supervisors across Canada. Responses were received from seventy-nine point three percent (79.3%) of the teacher educators, and seventy-four point six percent (74.6%) of the supervisors.

The objectives supported by the teacher educators were identified, as were the objectives supported by the supervisors. The objectives upon which both groups agreed were combined to form one list of objectives coming from the respondents. The list of objectives derived from the respondents was then compared to and combined with the list of objectives identified from the review of literature. Through this process, a final list of thirty-five (35) objectives was proposed for the preparation of elementary school physical education teachers.

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CHAPTER I

NATURE OF THE STUDY

I INTRODUCTION

The debate regarding the preparation of specialist versus generalist teachers for the elementary school is continuing. The presence of more specialist teachers in the school is advocated because of the insights they should be able to provide in their subject areas. Others maintain that generalist teachers can play a more important role in the total education of the elementary school child.

Physical education in the elementary school is one field where both specialist and generalist teachers seem to be necessary. The classroom teacher in the primary grades is often required to teach physical education whereas the specialist physical education teacher looks after the instruction for upper elementary classes, helps teachers of the primary grades with planning and conducts the total physical education program for the school (Taylor, 1963; A.A.H.P.E.R., 1970; Whitehill, 1970; C.A.H.P.E.R., 1976; Gilbert, 1977; Nova Scotia Department of Education, 1976).

It would seem desirable, then, that the professional preparation curriculum for elementary education teachers include electives in the area of physical education. At the

same time, an opportunity to specialize should be provided for those students particularly interested in teaching elementary school physical education.

An examination conducted by this writer in 1971 of all available calendars published by educational institutions offering degrees in physical education in Canada revealed that, although some electives were offered, very few institutions in fact had a curriculum designed to prepare specialists to teach physical education in elementary schools. Today, however, a greater number of institutions have developed programs for the preparation of physical education specialists, as indicated by the university calendars (Alberta, 1979; Brock, 1979; Calgary, 1979; Simon Fraser, 1979).

II STATEMENT OF THE PROBLEM

The purpose of this study was to suggest objectives for the preparation of specialist physical education teachers in elementary schools.

In an attempt to achieve the purpose of the study, answers to the following questions were sought:

1. What objectives for the preparation of specialist physical education teachers are identified in the literature?

2. What objectives for the preparation of specialist physical education teachers are identified by supervisors of physical education in the elementary schools?

3. What objectives for the preparation of specialist physical education teachers are identified by teacher educators?

4. What commonalities regarding objectives for the preparation of specialist physical education teachers are found in these three sources?

III METHODOLOGY

Two sources of information were selected for this investigation. One was a review of literature out of which pertinent data was retrieved to help answer the previous questions. The second source was a questionnaire which was sent to supervisors and teacher educators of elementary school physical education. Again, the questions were prepared in an effort to obtain answers to the initial questions. All of this information was used by the investigator in the following manner:

1. A list of objectives from the review of the literature was identified.

2. A list of objectives from the questionnaire to supervisors was identified.

3. A list of objectives from the questionnaire to teacher educators was identified.

4. The objectives derived from both questionnaires were then combined and a final list was prepared by selecting the objectives agreed upon by both groups.

5. The final list of objectives derived from the

questionnaires was then compared to the list of objectives identified from the review of literature.

6. A separate section, in this study, was devoted to findings other than objectives.

7. A final list of objectives for the preparation of elementary school physical education teachers was then drafted.

IV SIGNIFICANCE OF THE STUDY

Up until the time this study was produced, there was little information available regarding the preparation of Canadian teachers for elementary school physical education. Many institutions had devised their own programs which were being publicized in the area surrounding each institution. The information gathered in this study was on a national scale.

Another significant aspect of this study was the fact that comparisons were made between responses from supervisors in the field and teacher educators. These comparisons helped the investigator determine the extent of congruence of perceptions between those who prepare teachers and those who work with teachers of children in physical education.

The final outcome of this study was a presentation of suggested objectives for the preparation of these teachers. This was accomplished by using a logical sequence of precedures in which the two major sources of information

were employed. Consequently, the objectives should be relevant for teacher education institutions developing programs to prepare elementary school physical education teachers.

V LIMITATIONS OF THE STUDY

This study has been limited by:

1. Excluding from the survey all teacher education courses other than those designed specifically for professional preparation in elementary school physical education. Thus, the investigator cannot benefit from potential pertinent information from these cources.

2. Using a questionnaire to collect data. The percentage of returns is a limitation in itself.

3. Limiting the population to teacher educators and supervisors of elementary school physical education in Canada. Although these people represent expert people in their field, that is not to say that another population, for example classroom teachers, would not have provided useful information.

4. The investigator's interpretation of responses. There was no way of assuring that the writer understood exactly what the respondent was saying.

5. The fact that a final evaluation of the suggested objectives can only be made after they have been implemented in a particular institution. This would imply that an institution would implement these objectives in its program for a period of time, before proceeding to an evaluation of

these objectives.

VI ORGANIZATION OF THE STUDY

The methodology used for the development of the study is presented in Chapter II. It is a step-by-step explanation of the study.

Chapter III consists of a review of literature related to the four questions asked in the statement of the problem. The result of this chapter is a list of objectives for the preparation of elementary school physical education teachers, as determined by the investigator.

In Chapter IV, all the information on the collection of data is provided. The measuring instrument is explained in detail, as is the sample selection.

Chapter V gives the survey findings. It identifies the findings from the supervisor questionnaires and the teacher educator questionnaires. The method for analyzing the data is reviewed. Findings regarding program objectives are identified. A section on other findings from the questionnaire is also revealed.

Chapter VI consists of a discussion of the survey findings. This discussion is divided into five specific areas, as they are identified in the questionnaire: growth and development, learning process, movement experiences, organization and administration, evaluation. Finally, a list of objectives, agreed upon by supervisors and teacher educators in the questionnaire, is submitted.

Chapter VII provides a final list of curricular objectives for the preparation of teachers in elementary school physical education. This list is obtained by combining the information received from the review of literature and the questionnaire.

Chapter VIII consists of a summary of the study. It includes also implications for present programs and recommendations for future research.

VII SUMMARY

This chapter identified the nature of the study. It provided information on the methodology. The significance of the study was explained. The limitations were recognized. A detailed account of the remaining chapters was reviewed.

CHAPTER II

METHODOLOGY

I. INTRODUCTION

The purpose of this study was to suggest objectives for the preparation of elementary school specialist physical education teachers. This chapter will clarify the following points: the choice of sources of curriculum objectives for this study; the rationale underlying the choice of sources for this study; the procedures followed during the course of this study; the presentation of a theoretical framework for the study.

II. SOURCES OF OBJECTIVES

Curriculum objectives may be drawn from various sources. Learning and growth processes, social needs, organized knowledge, studies of learners and studies of subject matter specialists have been mentioned in curriculum literature. Out of all the potential sources, the writer has selected two: studies of elementary school physical education and opinions of elementary school physical education specialists.

III. RATIONALE FOR SELECTION OF SOURCES OF OBJECTIVES

It was obvious that studies dealing with elementary school physical education would be important since they

relate directly with the topic of this research. The writer opinioned that the literature contains a wealth of information and that it could be utilised in the identification of curricular objectives. It was also felt that opinions coming from Canadian, American, British, French authors would draw a clearer picture of the wants and needs of elementary school physical education teachers. Many of these authors are highly educated; some have worked in the field for a number of years; some have done a great deal of research in their respective areas; their expertise would be invaluable. An added advantage is to be able to grasp and make use of the philosophies of writers from four different countries. When it comes to identifying subject matter content, this writer feels that these authors have more than enough information to provide.

The second source, opinions of specialists, was selected since the writer felt that people working in the field have had experiences and feelings in elementary school physical education that could not be neglected. Supervisors are ordinarily selected by their school board because they demonstrate leadership qualities, they possess academic standing, they know children and they know teachers. Teacher educators normally have a higher academic standing than public school teachers. The very nature of their work justifies their selection for this study.

IV. PROCEDURES FOLLOWED IN THIS STUDY

Two sources of information were selected by the writer for this study. The first was a review of literature of elementary school physical education subject matter. The second was receiving opinions of specialists through the form of a questionnaire. The problem was how to make use of these two sources. It was expected that some of the information obtained from the first source would not correspond exactly with the information received from the second source. Therefore, the investigator identified, at the onset, procedures to follow in making final decisions regarding the selection of objectives:

1. If there is no difference of opinion from either the literature or the respondents, the objectives will be accepted. It will be presumed that these objectives are agreed upon by all parties involved in the study. This will be verified by comparing the objectives derived from the literature with the objectives agreed upon by teacher educators and supervisors in the questionnaires. Only those objectives that are agreed upon by sixty per cent or more of the respondents will be considered.

2. In the case of objectives that are not agreed upon by the respondents and the literature, the investigator elected to include in the final list the objectives proposed by the literature.

For purposes of clarity, seven steps were identified in this study. They are presented here in a logical sequence, enabling the reader to comprehend the total methodology selected.

Step One: Identification of Objectives from the Literature

A comprehensive review of the literature was undertaken. Out of all the material available, the writer selected four general areas: growth and development, provincial curriculum guides, recent trends in elementary school physical education, teacher education programs. These four areas contained the most pertinent information for this study. From these four areas, a series of objectives became apparent, based on the number of times they were mentioned in the literature. These objectives were divided into five categories: growth and development, movement experiences, learning process, organization and administration, and evaluation.

Step Two: Identification of Objectives from Supervisors

A questionnaire was prepared and sent to supervisors of elementary school physical education. It was based largely on information accumulated from the review of literature. The results of the questionnaire indicated that certain objectives were deemed "most important" by the respondents for the preparation of teachers. All the objectives were placed in categories identical to those mentioned in Step One.

Step Three: Identification of Objectives from Teacher Educators

A second questionnaire was prepared and sent to teacher educators of elementary school physical education. It was

also based largely on information accumulated from the review of literature. The results of the questionnaire again identified some objectives as "most important" for the preparation of teachers. All these objectives were placed in categories identical to those mentioned in Step One.

Step Four: Combining the Objectives of both Questionnaires

The results of the Teacher Educator and the Supervisor questionnaires were subsequently compared and combined. Some objectives in the questionnaires were agreed upon by both groups of respondents, while others were not. The objectives agreed upon were separated from the other objectives of the questionnaires and constituted the list of objectives recommended by the respondents for the preparation of elementary school physical education teachers.

Step Five: Comparing the Objectives Derived from the Literature with the Objectives Derived from the Questionnaires

The writer then made a side by side comparison of the objectives identified in the literature with the objectives identified in the questionnaires. Both lists of objectives had been placed in five categories: growth and development, movement experiences, learning process, organization and administration, and evaluation. The intent here was to see which objectives were found in both lists.

Step Six: Other Findings

The nature of some questions in the questionnaires offered information other than objectives. The investigator felt that this information was important also and therefore

included it as a separate section in the findings. Topics such as the kind of specialists needed to teach elementary school physical education, the minimum amount of academic qualifications required to teach, the academic qualifications of teachers working presently in the school system, were discussed.

A theoretical framework was created. Its primary role was to list all the steps of this study and place them in a logical working sequence. The result was a visual picture of the total operation. Figure 1 shows the framework.

V. SUMMARY

This chapter discussed the methodology used in the study. The sources for the selection of objectives were identified and justified. Seven steps summarized the procedures followed in the study. Finally, a theoretical framework was presented.

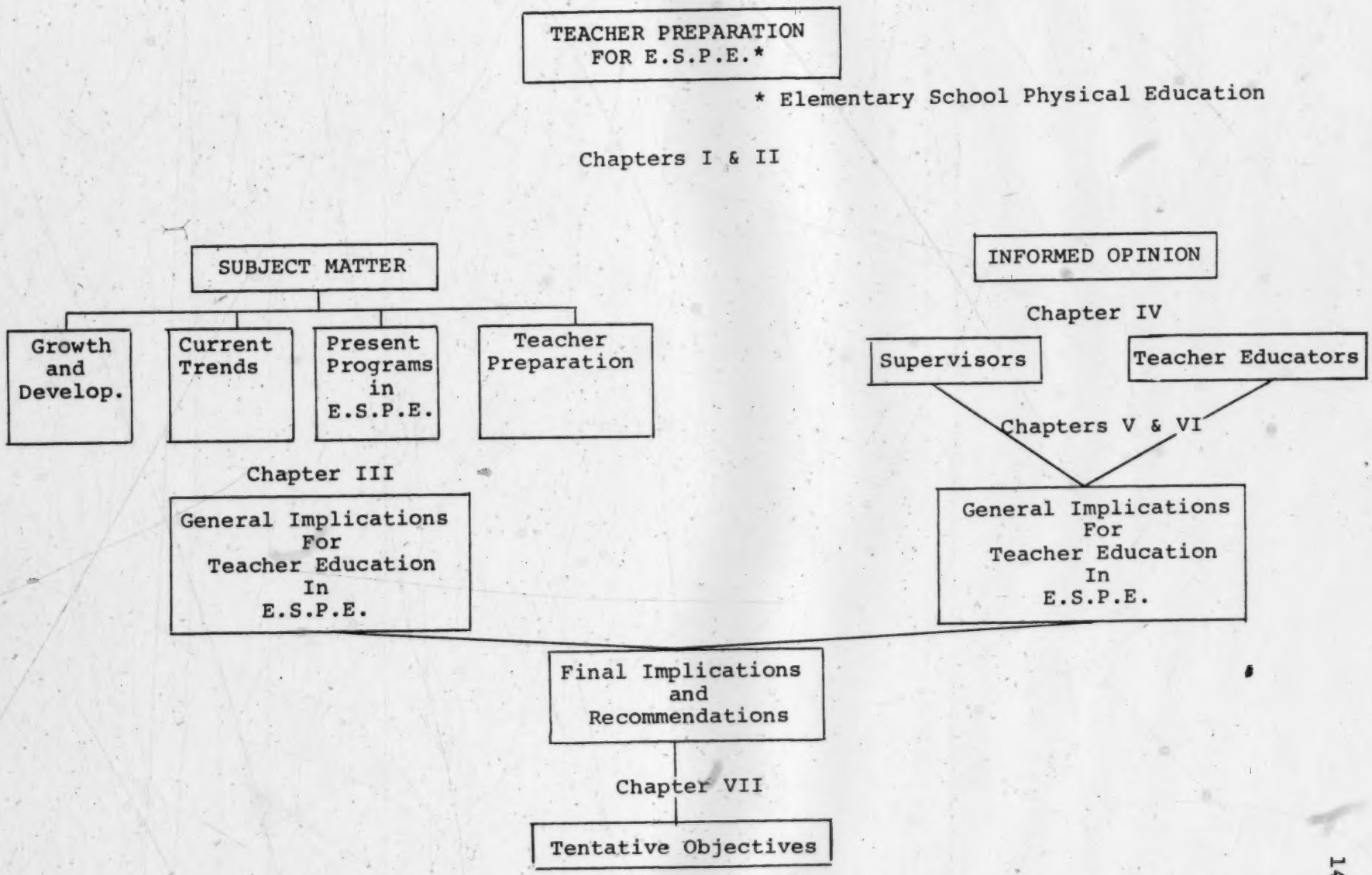

Fig. 1 A Model for Selecting Objectives in Teacher Education for E.S.P.E.

CHAPTER III

REVIEW OF THE LITERATURE

I. INTRODUCTION

It will be of interest to the reader to note that this review of literature, as well as the complete study, originated in 1971. Recent literature still identifies the same ingredients for a good elementary school physical education program. Children are still in need of physical activity, and teacher qualifications basically remain the same (C.A.H.P.E.R., 1976; Nova Scotia Department of Education, 1976; Kirchner, 1974; Gallahue et al., 1975; Stanley, 1977). Therefore, this review is presented as it was written eight years ago.

Four basic areas in the literature were chosen for review on this chapter. First, since elementary school teachers in physical education deal primarily with the physical dimension of a continuously developing child, a review of studies on child growth and development was deemed necessary. Second was a review of physical education programs in elementary schools as suggested by Provincial curriculum guides in Canada. The third area reviewed was recent trends in elementary school physical education programs: movement education, perceptual-motor development,

outdoor education, to name a few. Finally, an examination of calendars, studies and articles dealing with teachers and teacher education in elementary school physical education constituted the fourth area of review. From these four areas, the investigator identified a number of tentative objectives to be pursued by prospective teachers. These objectives were categorized into five distinctive areas: growth and development, learning process, movement experiences, organization and administration, and evaluation.

II. GROWTH AND DEVELOPMENT

The Complexity of the Child

Behavioral scientists have provided much of the information known to date about children and their needs. Many conflicting theories of child development have been advanced; nevertheless, some investigators have been able to establish a set of general principles which apply to the growth and development of the human organism (Gesell, 1954). Following an extensive study on growth, Arnold (1968) identified certain principles which would be of importance to physical education teachers if teaching was to be based on an understanding of child development. The principles are stated as follows:

1. Growth is a continuous process.
2. Growth follows an orderly sequence.
3. Growth is characterized by fluctuations.
4. The rate of growth in individual children differs.

5. Growth occurs in a holistic manner.

6. Growth is accompanied by a change in behavior patterns. (p. 29)

Development of the whole person, the total being, or the total personality are terms commonly used in statements about the general purposes of education; but even more universal are those terms which refer to the processes of development in the human organism. Understood in this way, the physical process, the emotional process, the mental process, the social process together make up the whole person (Humphrey, 1969; Bucher, 1963). Each process develops in a continuous and orderly sequence, it fluctuates, it occurs in a holistic manner, and the rate of growth differs in each child. Of particular importance to physical education are the principles relating to the rate of growth and the holistic manner in which growth occurs. The former identifies the fact that each child is unique. The latter supports the interrelationship and interdependence of the processes within the person. The physical education teacher who uses the physical process as the medium for achieving his goals cannot rely solely on this process. It depends on and relates to the other processes.

Physical and Motor Development of Children

Several physical development characteristics of children, which are basic and necessary for effective motor performance later in life, are discussed here.

Physical development. Children of later childhood, from about six to twelve years of age, are characterized more by perfection of previously acquired skills and abilities than the emergence of new ones. These years are ones of slow developmental change while at the same time rapid learning is taking place. Later childhood years are terminated by the pubescent growth spurt (Espenschade, 1967). This relatively slow but constant period of development is an important factor in improved motor functioning and coordination, for excess energies are directed toward perfection of basic movement patterns. Body size and proportions change gradually. The limbs grow proportionally more than the trunk, particularly in boys. Studies have also reported slight differences in hip-shoulder ratio, thighs, length of forearm, thoracic circumference between boys and girls. However, Espenschade (1967) suggests that these differences are slight and that there is little difference with respect to physique between boys and girls at this age level.

The body build of the child is based on the interrelationships of height, weight and various anthropometric measures. Children and adults are generally classified as lean, muscular or obese. In Sheldon's terms (1940), the classification is known as ectomorphy, mesomorphy and endomorphy. Mesomorphs are shown to be superior in most activities, followed by ectomorphs. Endomorphs, because of their excess weight, prove to be less competent. It is also

interesting to note that there is a high correlation between body build and certain types of physical activities (Willgoose, 1968, 1969).

Strength is another important characteristic of physical development. Because girls tend to mature approximately two years ahead of boys, they reach their strength peak earlier than do boys. Espenschade (1967) theorizes that girls equal and even surpass boys in strength at the peak of the girls' strength gains, but that boys are found to be substantially stronger on the average. This process occurs during the elementary school years. She concludes that there is a definite sex difference in the strength of elementary school children.

Balance is necessary in any kind of motor activity. It can either be dynamic or static. There are conflicting reports with regard to progress in dynamic balance. It seems that it fluctuates between the ages of seven and ten (Keogh, 1965). Also, sex differences are reported by Keogh, favoring greater improvement in boys. No sex differences are reported in studies on static balance; Keogh reported, however, that girls progressed in spurts whereas boys showed a more consistent progress between the ages of five and eleven.

Flexibility characteristics play an important role in motor abilities. Hupprich and Sigerseth (1950) found most flexibility areas to increase in girls between the ages of six and twelve. The Kraus-Weber test, in which hip flexion

is measured in boys and girls, consistently reported girls to be more flexible (Fox and Aturrd, 1955). However, it is difficult to draw conclusions on flexibility since it is a highly specific factor; that is, the flexibility of the hip is not the same as that of the ankle, and so on. Leighton (1960) suggested that habitual activity patterns affected flexibility. Both Leighton (1960), Hupprich and Sigerseth (1950) concluded from their research that flexibility decreases in boys and girls at adolescence. This would suggest that it reaches a peak during elementary school years.

It is obvious that coordination is related to the development of motor skills. The most commonly used test of coordination is the Brace test with its graded series of twenty stunts. Espenschade (1967) reported that both sexes performed equally well and consistently improved in total performance in coordination until the age of eleven.

Other physical characteristics that affect motor performance are endurance, power, agility, speed, and reaction time. All of these determine the level of motor performance each boy and girl will attain. Physical education teachers are obligated to help develop these qualities in elementary school children, particularly since this seems to be the time when much progress is possible (Espenschade, 1967).

Motor development and performance. Generally speaking, the skills mentioned here are partially developed by the time children reach school age. If the physical development

characteristics continue to develop in each individual as expected, there will be progress in the performance of such basic motor skills as running, jumping, throwing, catching, kicking, striking.

Running in a reasonably acceptable form is developed by the age of five. A steady increase in body size and strength provides increased length in the running stride, which results in additional speed (Espenschade, 1967). Also, an increase in ability to run greater distances with age is evident. Keogh (1965) found that both boys and girls showed a consistent year to year improvement in running speed between the ages of five and eleven; and that boys tended to run faster than girls at around eight years old.

Jumping is usually performed by the time the child is able to run, since running is basically similar to certain kinds of jumps. However, jumping is regarded as more difficult to do because it requires vigorous movements and non-support moments (Wickstrom, 1970). Jumping performance of the school age child is generally measured by a vertical jump or a standing broad jump. Performances by children show that they improve each year. Keogh (1965) found no important differences between the performance of boys and girls until the age of eight, when boys became better.

In throwing for distance, boys have been found to be superior to girls at all age levels, and this difference becomes increasingly great with age (Espenschade, 1967). This is also understandable because "the larger forearm

length and girth noted in boys... gives them a mechanical and strength advantage in the propulsion of an object for distance" (Espenschade, 1967, p. 162). Another theory is that boys attain a more mature throwing pattern than girls. Although form, accuracy and distance have been used as criteria for evaluating the throwing ability of children, the most frequently used criterion is the ability to throw for distance. Wickstrom (1970) suggests that there are four sequential patterns in the throwing form: (1) a straight forearm extension throw; (2) a trunk rotation added to a more complete arm swing; (3) a forward step; (4) a preparation, the actual throw, the follow through. The child reaches the third pattern early in the elementary school.

Children learn to throw before they learn to catch. Catching develops at a slow rate compared with other abilities. Even at six years of age, the percentage of children proficient in catching is relatively low (Wickstrom, 1970). Good hand-eye coordination is necessary. However, boys and girls tend to improve each year. This is evidenced by the fact that they learn to catch progressively smaller balls in the early grades, and demonstrate a more effective catching technique later on (Wickstrom, 1970).

Kicking is the unique form of striking an object without direct use of the arms. Wickstrom (1970) presents two studies which indicate that boys in elementary schools exceed the girls in kicking for distance and accuracy, and that boys and girls improve at successive grade levels.

Habituation seems to be related to kicking ability and to other abilities as well. In countries where soccer is the national sport, children learn to kick a ball as early as preschool. In Canada, the sport is becoming more popular due to the arrival of professional soccer in North America. It will be interesting to see what effect this has on the kicking ability of Canadian children.

Striking develops at a slow rate because of the multiple factors involved. The various striking motions possible, the types of striking implements, the sizes and forms of the objects to strike, the minute coordination details, all of these are considerations which must be taken into account when discussing the act of striking. It is, therefore, difficult if not impossible to measure for general striking performance. Striking performance is specific to the activity. Wickstrom (1970) drew the following conclusions after reviewing studies involving specific striking performances; first, there is a constant increase in the performance of boys and girls at successive grade levels; second, boys are generally better than girls.

From this brief discussion of the running, throwing, jumping, catching, kicking and striking abilities of elementary school boys and girls, several implications for the teaching of physical education to elementary school age children may be drawn:

1. Both boys and girls have more trouble with catching, kicking and striking than with throwing, jumping, and running.

2. Only slight differences appear in running and jumping in boys and girls up to approximately the age of eight years old.

3. Boys are generally better in all abilities after eight years of age.

4. Boys mature in motor ability sooner than do girls.

5. Overall maturity occurs earlier in girls than in boys, but boys are proportionately more developed than girls.

Contributions of Physical Education to Growth and Development

Physical activity, if practised regularly, can have positive effects on the child, as is indicated in the following paragraphs.

Exercise stimulates growth and development. There is sufficient evidence to indicate that exercise and physical activity stimulate growth and development. McGraw's (1935) longitudinal study of twin boys, in which she taught some activities to one twin and compared his success with his brother's, revealed that activity did stimulate development. The opposite seems also true; children deprived of normal activity for a long period of time show a slower rate of physical development (Espenschade, 1960). Research also points to the fact that exercise stimulates and increases body organ functioning (Arnold, 1968). The weight trainer shows an increase in muscle size. The good runner develops a better respiratory and cardio-vascular system. Expenschade (1960) found evidence to support the following advantages of exercise: it plays a role in weight reduction; it produces changes in muscle; at an early age, it can affect height and

weight; it produces a change in bone and tissue; the general shape of the individual can change. Arnold (1968) observed the effects of exercise on growth and development and concluded, first, that too much specialism in function can lead to disproportionate development, and, second, that regular and hard work over a period of time can produce permanent structural alterations.

Physical education maintains optimum health. One of the valued goals of man is to maintain an optimal health level. If it is true that exercise is a stimulant to growth and development, then it follows that an improved health status is attained. Corbin (1969) suggests that strength, endurance, power, speed and agility are characteristics of health and fitness; and that these are basic to physical activity. Since all physical activities require a degree of one or more of these characteristics, they ensure some improvement in health and fitness. The amount of activity and proper balance of each characteristic determine the extent of optimal health of a person. Organic fitness is an integral part of the concept of health. Arnold (1968) maintains that with proper physical activity, positive effects can be found in all the organic systems of the body. He concludes that this can best be accomplished by hard and sustained exercise.

Exercise develops skills and abilities in a variety of activities. While discussing earlier the general trend in motor development and motor performance, it was found that

both boys and girls improved in performance with age. This was due to improved growth and development, which was stimulated in part by exercise and activity. Bigger, taller, stronger boys and girls in elementary school perform better in physical activities than smaller, shorter, weaker ones. This was substantiated by Espenschade (1963) when she concluded after a series of studies that physical size and physical ability increase together. With regard to the elementary school, Corbin (1969) indicated that the "recreational skill learning period" occurs between the ages of five and twelve. Before the age of five, children develop basic skills while after twelve years old they concentrate on refining, perfecting what they learned earlier. This seems to imply that the best time for children to experience a variety of activities is during the elementary school years.

Contributions of Physical Education to Mental, Emotional and Social Processes

Physical development, as we have seen in the opening lines of this chapter, is an important aspect of the child's total personality. It relates to and is dependent on mental, emotional and social growth. An attempt is made, in Figure 2, based on Vannier and Foster (1968), Humphrey (1968), and Fait (1971), to list those characteristics generally observed in elementary school age children.

In Figure 3, produced by the investigator, specific features of a good physical education program suited for children in the 6-8 and 9-12 age groups are identified.

Primary 1-2-3

	SOCIAL	EMOTIONAL	MENTAL
1.	No sex discrimination	Very sensitive	Curious
2.	Like variety	Need for praise and affection	Creative
3.	Play alongside others	Have emotional outbursts	Imaginative
4.	Most enjoy school	Restless	Like directions
5.	Co-operative	Unpredictable behavior	Short attention span
6.	Make efforts to improve	Easy to excite	Able to plan
7.	Have special friends	Some jealousy at siblings	Ready to try
8.	Enjoy small groups	More and more independent	Enjoy songs, music, dance
9.	Seek approval from - others - adults	Don't like to take the blame	Want to complete tasks
10.	Ego-centered		Have short-range moral goals

Upper Elementary 4-5-6

1.	Strong peer ties; groups	Mood changes quickly	Interested in world and community
2.	Seek independence	Less attached to adults	Creative, curious and idealistic
3.	Conscious of others	Often personality complexes	Enjoy new things
4.	Peer acceptance important	Enthusiasm exceeds wisdom	Increased attention span
5.	Like responsibilities	Security needed	Real interests developing
6.	Wide interests; short-lived	Sensitive to criticism	Abstract thought developing
7.	Value: sportsmanship, loyalty, moral conduct	Like self-challenges	Able to make decisions
8.	Need companionship	Easily excited and discouraged	Sees both sides to a problem
9.	Like organized games	Like recognition	
10.	Interests are different for boys and girls	Tendency to rebel-adults	
		Lack of sympathy and understanding between boys and girls	
		If unskilled in games, tend to withdraw	

Figure 2 Characteristics generally observed in elementary school age children

Primary 1-2-3	Upper elementary 4-5-6
1. Provides opportunities for vigorous exercise.	1. Employs much vigorous activity.
2. Organizes for total participation.	2. Increases the length of the working time on a given activity.
3. Provides activities for large-muscle development.	3. Works on developing specific skills.
4. Works with large equipment, then proceeds to smaller equipment.	4. Provides opportunity for practice.
5. Plans special events.	5. Provides for many more complex activities.
6. Develops skills in running, jumping, throwing, catching, kicking, striking.	6. Provides some forms of competition with self and others.
7. Keeps explanations short.	7. Teaches lead-up games and team sports.
8. Provides a variety of activities for each lesson.	8. Encourages students to organize themselves.
9. Provides opportunities for children to create and improvise movements.	9. Uses bigger groups.
10. Gives praise for effort and achievement.	10. Separates boys and girls.
11. Encourages improvement.	11. Recognizes achievements and efforts.
12. Organizes in small groups.	
13. Provides opportunity for repetition.	
14. Keeps boys and girls together.	
15. Provides times for free play.	

Figure 3

General contributions of physical education to elementary school children.

These features can account in part for the value of a good physical education program in our elementary schools.

Finally, after observing and talking with children for a number of years, Whitehurst (1971) presented a list of what she found movement meant to the young child:

1. To the child, movement means life.
2. Movement is an important factor in self-discovery.
3. Movement means discovery of the environment.
4. To move is to be free.
5. Movement means safety.
6. Movement is a method of establishing contact and communication.
7. Movement is sheer enjoyment and sensuous pleasure.
8. Movement means acceptance.

As a general conclusion on the section covering growth and development, this writer makes the following assumptions:

1. Individual differences in children should be recognized and accepted by the teacher.
2. The physical, social, emotional and mental processes are interrelated and interdependent.
3. Physical and motor development grow together; and physique and performance in children correlate highly.
4. Knowledge of growth and development of children is essential to the elementary physical education teacher.

III. PROVINCIAL CURRICULUM GUIDES FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

This section summarizes the elementary school physical education programs as they are recommended, but not

prescribed, in the curriculum guides of each province. Information was received from nine of the ten Canadian Provinces. In each case, the curriculum guide in use at the time was sent to the writer. The tenth province, British Columbia, was in the process of preparing a curriculum guide. However, the writer had access to a recent study of the situation in that particular province. Therefore, a section dealing specifically with elementary school physical education in British Columbia will be presented.

It was plain to see, upon examination, that all the guides followed the same pattern of development. The writer proceeded to identify the areas most important to his study. Since they were already identified in all the curriculum guides, five areas were selected: content, scope, sequence, organization and administration, and evaluation.

Content

Elementary school physical education programs include games, dance and gymnastic activities (Figure 4). Games are emphasized to develop fundamental skills with and without different pieces of equipment. Gymnastics offer the possibility of experiencing various body actions by bending, stretching and twisting. Understanding and applying basic movement concepts are major purposes in the teaching of gymnastics. In dance, the main purpose is to develop body expression. By exploring and by using his imagination, the child tries to communicate his ideas and his feelings to the teacher and to other children.

TOTAL PHYSICAL EDUCATION
PROGRAM

GAMES	GYMNASTICS	DANCE
Low-organized games	Self-testing stunts	Creative
Lead-up games to sports	Movement exploration	Rhythm
Track and Field	With or without apparatus	Mimetics
Aquatics	Exercises	Singing & Music
Skating	Tumbling	Folk
Team Sports	Olympic gymnastics	Square
Play days		Percussion instruments
Classroom games		
Tournaments		

Figure 4

The Content in Elementary School Physical Education

Scope

The physical education program is usually subdivided into three parts: the instructional program, the intra-mural program, the interschool program. The instructional program is compulsory and normally offered during class hours. The intra-mural program, on the other hand, is organized for children on a voluntary basis. It normally consists of activities related to what is being taught in the instructional program. Lately, additional recreational type activities have been added or suggested. Recess, noon hour, before and after school are good times for intra-murals. The interschool program is not too highly organized at the elementary school level and for good reasons. Considered a program for the more proficient athletes, too often the level of competition and the joys and frustrations of winning or losing become detrimental to the program. But at the same time, when special events can be organized, such as play days, the program offers children from different schools an opportunity to meet and to share a common experience. Team sports competition in the interschool programs is reserved for the later grades. The scope of content, then, offers the opportunity to learn certain skills, the opportunity to practise these skills, and the opportunity to try them in competition.

Sequence

For purposes of physical education, provincial curriculum guides group children of an elementary school into two

divisions. Division I refers to boys and girls from ages six to eight; Division II combines the nine to twelve year olds. The sequence of the physical education program is based on these divisions. For division I, the sequence is centered around basic movement experiences; small group games with balls, hoops, ropes, sticks; rhythms and dancing involving music, singing; and gymnastic activities using large or small apparatus. General objectives for this division are:

1. To build up large muscles;

2. To help the child become aware and use various movement possibilities for efficiency;

3. To develop and improve skills and abilities.

For division II, the general objectives are:

1. To introduce the pupils to a number of individual and team sports through lead-up games;

2. Rhythmical activities leading to creative and folk dance;

3. An advanced series of gymnastics.

General objectives lead toward improved performance in games, a broader repertoire in dance, and improved body control in gymnastics. With regard to scope, a certain progression can also be distinguished in intra-mural and interschool activities. Division I children have free play times and special play days as intra-mural and interschool events. Division II children are occupied by a more sophisticated intra-mural program where there may be leagues for various sports involving competition between classes, grades or something similar. While some school districts have

interschool leagues and compete with one another, other schools may organize some form of competition on an informal basis. Emphasis is mostly on instructional and intra-mural programs.

Organization and Administration

To organize and administer the physical education program properly, the teacher is responsible for the content, scope, and sequence of the program. In addition, many other less important factors must be considered. Chief among these are timetabling, equipment and facilities, safety precautions, teaching methods, volunteer help, lesson planning, class load, and class organization. Thus, the most important factor is the teacher himself. His academic training and previous experience, along with the amount of time the school has provided him to do his work, are variables to consider. The regular classroom teacher responsible for the physical education program of the school will not have as much time to do the work as would the full-time physical education teacher.

Evaluation

Only two guides (Ontario, 1967; Alberta, 1969) discuss evaluation. In terms of evaluating the children, the guides emphasize a comparison between what the child can accomplish now and what he was capable of doing earlier in the year. Teachers are reminded that the assessment should take into account the individual's physical characteristics, level of maturity, effort, improvement, physical ability and

background experience. Very little is mentioned of lesson evaluation or of total program assessment, except to say that it should be done.

Description of Elementary School Physical Education in British Columbia

In May of 1967, the Educational Research Institute of British Columbia funded a research project on physical education in the province (Pennington et al., 1971). A committee of four people took three years to accumulate and assemble their findings. They studied a total of one thousand and twenty-one elementary schools. This was done by the use of questionnaires and visits to a cross-section of one hundred schools. The report constitutes an attempt to evaluate a total provincial physical education program.

Content. The study concluded, on the whole, that physical education in the elementary schools was developed in a set pattern most of the time and lacked imagination. The activities for division I children consisted mainly of relays and games, with little opportunity for gymnastics and basic movement. Division II activities centered around team games. Little or no provision was made for recreation-type activities, aquatics and outdoor education.

Scope. Forty-seven percent of the schools surveyed rated themselves "fair" or "poor" in providing a strong class, intra-mural and interschool program. Teachers responded to questions on scope in many ways: "Planning is done orally"; "Individual teachers plan for their class

only"; "Lack of time"; "No teacher cooperation"; "Have no program"; "No guidelines".

Sequence. Forty-three percent of the schools reported that provision is "fair" for more advanced skills and knowledge at each successive grade level. Twenty-one percent reported "poor" provision. Some schools had a yearly program guide and they rated better sequences and progressions, but these were few is number.

Organization and administration. It was difficult to identify items referring to organization and administration because these were not classified as such in the report. Some of the related findings are reported here. Sixty-six percent of primary grades (grades 1-3) and fifty percent of intermediate (grades 4-6) grades reported a time of eighty minutes or less per five-day week of physical education activities. With regard to teaching methods, the committee reported through observation that:

> "Although many teachers still expect all children in one class to cover the same activities and achieve the same skill level, an increasing number of teachers are placing an emphasis on movement education as a method of individualizing the physical education program." (p. 65)

Evaluation. A detailed yearly program classified as "good" or "excellent" was reported to be on file in only twenty-one percent of schools. Thirty-four percent reported no annual revision of programs. Evaluation of physical education programs seemed to be a major weakness throughout the province. Individual assessment and lesson evaluation were not mentioned in the study.

Recommendations. On the basis of their findings, the committee prepared a list of recommendations. Those that are of particular importance to the improvement of teacher preparation programs are:

1. Instigate, encourage, and implement programs and activities that reflect contemporary recreational interests and needs.

2. Provide programs that offer a wide variety of enjoyable, vigorous activities.

3. Organize learning experiences around the broad areas of games, dance, gymnastics, aquatics and outdoor education.

4. In keeping with Rousseau's philosophy of education for the young and according to Piagetian theories of development, greater emphasis should be placed on physical education programs from kindergarten through grade seven.

5. During the primary years emphasis in physical education should be based on exploration of movement in the areas of manipulative skills, creative dance, and educational gymnastics in order to bring about a greater body awareness and sense of self-realization.

6. Activities during the intermediate years should be designed to integrate individual exploratory experiences with meaningful cooperative group activities. Such activities might include structured and unstructured small group and creative dance and gymnastics performed with partners and in groups.

23. Prepare and maintain up-to-date, progressive curriculum guides giving broad outlines for program planning at all levels.

29. Teachers should be given school time for curriculum planning and organization. The need for preparation time is most acute at the elementary school level.

32. Physical education programs should emphasize the creative learning process at all levels through the process of exploration, discovery, selection and refinement.

37. Institute a program that challenges each student according to his age, aptitude, and ability. (p. 77-82)

IV. RECENT TRENDS IN PHYSICAL EDUCATION

In the 1960's, more and more educators emphasized that the curriculum be based on the needs and interests of the child. As a result, elementary school physical education programs had undergone some far reaching changes.

Since the original writing of this section in 1971, other major occurrences have encouraged the expansion of elementary school physical education. One such occurrence has been the creation of Participaction by the Federal government. This has had a major impact on the Canadian public as far as physical fitness is concerned. Another event which is having rewarding consequences even today is the national report on new perspectives for elementary school physical education programs in Canada, published by C.A.H.P.E.R. in 1976. Finally, the results of daily physical education classes for all elementary school children in many schools has had a positive effect on classroom teachers.

The innovations described in the following pages are not found in all provincial programs even today; however, more and more teachers are beginning to implement some of these innovations in their local programs.

Movement Education

A new approach to teaching physical education, especially in the elementary school, was introduced from Britain. This approach is known by a series of names, such as

educational gymnastics, movement exploration, basic movement, fundamental movement, but the most common term is movement education. Instead of the former traditional military style classes where every child participated in the same activities, proponents of movement education guide children on an individual basis; each child progresses at his own rate. The central theme of movement education is to develop in the child an understanding, an appreciation and an application of movement. An analysis of movement reveals four qualities (Boorman, 1969): body awareness, space awareness, effort and relationship. Once basic movement experiences are presented by the teacher and tried by children, it is possible for the teacher to add various pieces of equipment, such as balls and hoops, to expand the experiences. A logical sequence can be organized, leading to games, gymnastics and dance activities. In the end, the total physical education program for the elementary school can be organized around movement (Ellis and Robbins, 1967; Evans, 1970; Sweeney, 1970).

Leisure Education

Leisure education includes recreational activities that carry over into adult life. Among such activities are outdoor education (camping, boating, hiking), and what some writers refer to as lifetime sports: skiing, skating, bicycling, aquatics. Increased periods of leisure time in society today suggest a need to know how to spend this time beneficially. Babcock (1969), working with children

experiencing learning difficulties, and Lord (1969) both organized pilot projects in outdoor education including camping and field trips. Both felt that their projects produced active participation, developed sensitivity and appreciation of nature, and encouraged the natural curiosity of children. They reported considerable success and suggested that such programs be implemented in the elementary school curriculum. In Vanves, a small town of France, experiments called "classes-neige", snow classes, were tried in 1953. Entire classes were sent to the mountains with their teachers and a physical education teacher for periods of time as long as one month. Mornings were devoted to academic studies and afternoons reserved for snow sports. Exciting results were reported as shown by an increase in height, weight, and general vitality as well as in academic improvement (Fourestier, 1962). Similar experiments were then conducted in the forest "classes de forêt" with similar results. General conclusions drawn from these experiences, which went on for ten years, were that children should be in school during the afternoon, but not in a classroom sitting on a chair. In addition, the one-month period of snow classes or forest classes were found to be equivalent to six months of physical education in a city school in terms of pupil gains in skills and physical development.

Teaching Methods

Methods of teaching have been revolutionized as individual differences in children have been recognized by

the school. This has been particularly evident in physical education during the introduction of movement education. Influenced also by behavioral science theories of letting curiosity, imagination and exploration be the incentives for child learning, physical educators began to employ problem-solving, discovery, invention, exploring methods of teaching and met with some success. Today, many educators advocate the more indirect method for teaching physical education (Mosston, 1966; Pennington et al., 1971).

Subject Integration

Some physical education specialists (Humphrey, 1969; Grooves, Kellogg and Theilmann, 1969; Gallahue et al., 1975) stress the importance of integrating physical education activities with other elementary school subjects. The interrelationship and interdependence of the cognitive, affective and psycho-motor domains indicate that there is some logic to subject integration. Team teaching lends itself particularly well to the subject integration concept. Seker (1970) reported that an experiment in her school involving a team of music, art, physical education, and librarian teachers proved highly successful.

Perceptual-Motor Development

Although primarily designed for preschoolers and slow learners (Kephart, 1960; Cratty, 1970), many educators (Smith, 1970; Clifton, 1970; Cratty, 1970) now feel that perceptual-motor development programs have a place in the

elementary school physical education curriculum. A perceptual-motor program is necessarily a movement program. However, it differs from the usual physical education activities in emphasis. Whereas physical education encourages activity, perceptual-motor programs focus on improved visual, tactile, audio and kinesthetic perception. Piagetian theorists believe that a sensori-motor development period must precede the pre-operational stage. On this basis, advocates of a perceptual-motor development program in the elementary school stress that the program can improve and speed up the following stages of development. They suggest that every child can benefit from such a program (Smith, 1968).

Adapted Physical Education

When teachers attempt to provide individual attention for all school children, teachers must be able to adapt programs for those with special requirements. In the elementary school, slow learners are children who often have a low fitness level, children with poor body control, children who just can't accomplish as much in physical education activities as others. Knowledge of fitness tests, skill performance tests, perceptual-motor tests which should be given to all children and the ability to prescribe suitable activities for children who experience difficulties in some areas, particularly if these problems are difficult enough to affect the social, emotional or mental processes of the child, will be necessary components of a teacher education program.

V. TEACHER EDUCATION

The preparation of teachers for elementary school physical education varies from one institution to another. There are a variety of formulas for a student to choose from: obtaining an education degree, obtaining a physical education degree, and obtaining a teaching certificate.

Canadian Universities

Generally speaking, students who wish to teach elementary school physical education can do so in one of three ways. One way is to enroll in a bachelor of physical education degree program, anywhere from three to four years in duration. In this case, however, most courses offered are geared for teaching anywhere from kindergarten through grade twelve (A.P.H.P.E.R., 1968; Meagher, 1965). Very few courses deal exclusively with the elementary school child; on the contrary, the emphasis is usually placed on junior and senior high school activities (A.A.H.P.E.R., 1962). One exception to this general rule is Brock University, where the physical education program is geared to the elementary school child. Brock is the only institution in Canada at the present time offering such a degree (Brock, 1979).

The number of years to complete a physical education degree and the title of the degree vary from one institution to another. However, as Meagher (1965) pointed out, "The degrees offered are many and varied, but the course content is quite similar" (p. 80).

A second way of obtaining the necessary certification

to teach elementary school physical education is to enroll in a bachelor of education or a bachelor of elementary education degree program. By doing so, a student can take a minor or a major in elementary school physical education. Again, the extent of this specialization can be three to six full courses depending on the institution. More institutions are adopting this avenue because it offers a greater amount of flexibility to the student. Some exciting developments have been initiated in the last years in this respect(Alberta, 1979; Calgary, 1979; Simon Fraser, 1979).

A final way for the student to become certified to teach is by obtaining enough education credits to receive his teaching certificate. This applies to students who already have a first degree.

These three routes are not available in every Canadian teacher education institution, but, generally speaking, most institutions convey one or more of these degrees.

Canadian Colleges

Teachers' Colleges and Colleges of Education also prepare teachers for elementary school teaching. Depending on the province and the candidate's background, programs are of one or two years duration. Students can select between primary and secondary grade level courses. They cover all subject areas and specialize in one. However, there are usually no more than two full courses given in a specialization. Consequently, the candidate in physical education is only minimally prepared to teach in this area.

United States

Programs in the United States have been designed so that the individual teacher graduating with a degree in physical education is deemed to be adequately prepared to teach at all levels from kindergarten through grade twelve (Adams, 1967; Evans, 1968). In recent years, however, more and more provision has been made for candidate teachers wishing to specialize in elementary school physical education. An example of this is the program being offered at Eastern Washington State College (Whitehill, 1970). Whitehill explains how some courses, notably the methods of instruction, the program development, are different from those offered for high school physical education. The program at his institution is geared to the grade one to six level. Hoffman (1969) has identified recent changes in the professional preparation of elementary school teachers. He found that programs in various institutions now place added emphasis on elementary school physical education; particularly in courses entitled "Measurement and Evaluation" and "Organization and Administration". Whitehill (1970) also pointed to the fact that some institutions had incorporated new combinations and sequences of courses into structured programs of majors and minors. The Bachelor degree in physical education with a major in elementary education, the major in physical education for the elementary education student, graduate programs in elementary school physical education, were some of the combinations noted by Whitehill

(1970). In order to increase the emphasis on elementary school physical education, a committee of the American Association for Health, Physical Education and Recreation (1969) suggested the following recommendations for the preparation of teachers:

1. Develop a major in elementary school physical education.

2. Develop a dual major with elementary education.

3. Certify a major K-12 and within that certification:

   a) Provide equal emphasis to the elementary level and to the secondary level in course offerings;

   b) Make certain that each generalized course includes emphasis on the elementary school child.

4. Provide an opportunity for general physical education majors to develop a special area of interest, such as elementary school physical education.

5. Provide an opportunity for elementary school education majors to develop a special area of interest in elementary school physical education (A.A.H.P.E.R., 1969, p. 15).

Because of the limited amount of time the institution has to prepare the student, it is imperative to offer the best possible courses. Schnell (1967) reported, from a survey of fifty-two colleges in the United States, that professional preparation courses in elementary school physical education could be improved by increasing the emphasis on growth and development, program planning, special events, and facilities and equipment. The A.A.H.P.E.R. committee on professional preparation of elementary school physical education (A.A.H.P.E.R., 1969)

strongly suggested the following areas: growth and development, the learning process, movement experiences, organization and administration, and evaluation.

VI. IMPLICATIONS FOR THE PREPARATION OF TEACHERS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

Several objectives for the preparation of teachers for elementary school physical education can be drawn from the studies surveyed in this chapter. These objectives are presented in the following categories.

Growth and Development

1. Be able to identify individual differences between and among children.

2. Be knowledgeable about the motor development patterns of elementary school children.

3. Be able to recognize and assess the physical development stage of boys and girls.

Learning Process

1. Be able to use certain strategies to teach physical, emotional, social and mental relationships.

2. Be able to generate a sequence of learning opportunities in physical education for grades one to six.

3. Be able to select from a variety of teaching strategies the appropriate strategies for stimulating problem solving, exploration and discovery in games, dance and gymnastics.

4. Be able to guide boys and girls in integrating what was learned in physical education to other subject areas.

Movement Experiences

1. Be able to select appropriate physical activities to stimulate growth and development.

2. Have a thorough knowledge of games, dance and gymnastics as applied to elementary school children.

3. Be capable of introducing a variety of leisure-type activities in the program.

4. Be knowledgeable in movement analysis as it applies to games, dance and gymnastics.

5. Appreciate and use outdoor education activities related to the immediate environment.

6. Understand programs in perceptual-motor development.

7. Acquire knowledge in adapted physical education for the purpose of preparing individual programs.

Organization and Administration

1. Be able to plan a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

2. Be able to administer a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

3. Work cooperatively with other teachers in the school.

4. Be capable of introducing a school-community program in physical education.

Evaluation

1. Be capable of assessing the physical education program, including the instructional classes, the intramural and inter-school activities.

2. Be able to assess each individual child in physical education.

As it was explained in the previous chapter, this list of objectives was then put aside until the results of the questionnaire were known. Following this, the list of objectives derived from the questionnaire would be matched against the list of objectives prepared in this chapter. From these two lists, a final list of objectives would be drawn.

VII. SUMMARY

In this chapter, literature dealing with elementary school physical education and teacher education was reviewed. Four separate areas were treated: growth and development, curriculum guides for elementary school physical education programs, current trends and teacher education. From this review, a list of tentative objectives for the preparation of teachers of elementary school physical education was prepared. This list was then put aside until the results from the questionnaires could be tabulated. The following chapters deal with this tabulation.

CHAPTER IV

DATA COLLECTION

I. INTRODUCTION

The purpose of this study was to suggest objectives for the preparation of specialist physical education teachers in elementary schools. This chapter will provide detailed information of the measuring instrument. The selection of the sample is also explained and justified. Finally, data collection methods are identified.

II. THE MEASURING INSTRUMENT

Purpose of the Measuring Instrument

Some form of instrument was needed to generate responses from people working in the field across Canada. It was decided by the writer that a questionnaire would best meet that need.

Construction of the Instrument

The initial questionnaire was constructed largely on information derived from the literature. Also, since there were two target populations in the sample, supervisors and teachers of prospective teachers, the questionnaire was rearranged somewhat to form two questionnaires with practically the same content. The main focus of the

questionnaire was the curriculum, namely the aims, the content and the evaluation. It was designed to discover the "what is now" and "what should be" of aims, content and evaluation of a professional preparation program for elementary school physical education. The framework in Figure 5 shows the distribution of the questions in the two types of questionnaires. A series of questions were also added to provide information about the respondent and the institution. Finally, these questionnaires were translated in French to accommodate respondents from Quebec and New Brunswick.

Format of the Measuring Instrument

Since there were to be two target populations in the sample, two questionnaires were constructed. This was deemed necessary since some questions did not apply to both target populations. The questions related to objectives, however, were the same. A total of twenty-three questions were selected. Five of these were common to both questionnaires. The questionnaire for teacher education institutions contained the additional eighteen questions of the original twenty-three. The questionnaire for supervisors of physical education contained an additional ten questions to the five common to both questionnaires. The remaining eight questions were not pertinent to supervisors.

It was decided to adopt an "open-end" style of question (Shanahan, 1970), to permit the respondents to answer in their own way rather than to have to select a possible answer from a series offered by the investigator. This proved to

Classification of Items	Form of Questionnaire	Present Programs	Ideal Programs
General Information	Teacher Educators	Institution (1)* Enrollment (5) Number of P.E. Teachers (6,7) Qualifications (2) Experience (3)	
	Supervisors	Qualifications (1) Experience as Teacher (2) Experience as Supervisor (3)	
Aims	Teacher Educators	Preferred Program Objectives (18)	Types of Teachers Most Needed (11)
	Supervisors	Preferred Program Objectives (10)	Types of Teachers Most Needed (7)
Content	Teacher Educators	Types of Courses (9) Kind of Program (4) Certification offered (10) Number of Courses for Major (8) Favorable Features (12)	Suggested Program Improvement (13)
	Supervisors	Classification of Teachers (5) Teacher Qualifications (4) Favorable Features (8) Types of Courses (6)	Suggested Program Improvement (9)
Evaluation	Teacher Educators	Individual Assessment (14) Program Assessment (16)	Suggestions for Improvement (15, 17)

*The Number represents the question number in the questionnaires.

Figure 5. Teacher Educators and Supervisors Questionnaires

be a valuable decision since a large number of respondents used the space provided. Out of one hundred and eighteen returns, eighty-one had some type of additional comment to make. The questionnaires are found in Appendix A.

Pilot Testing of the Measuring Instrument

The questionnaire for teacher education institutions was initially presented to three teacher educators in elementary school physical education at the University of Alberta selected at random; the questionnaire for supervisors was presented to the only two supervisors of elementary school physical education for the city of Edmonton; and to three elementary school physical education teachers in the Edmonton public school system. The latter three were recommended for this exercise. The writer asked all these people to criticize the questionnaires particularly with regard to clarity and suitability of the questions. After a waiting period of approximately one week, the writer met and discussed the matter with each person participating in this project. The final questionnaires were then prepared and checked, using the framework in Figure 1.

III. SAMPLE SELECTION

Rationale for the Sample

A number of people could have provided some information for this study: elementary school principals, classroom teachers, physical education teachers, teacher candidates, elementary school children. A limitation had to be imposed

for the sake of time and control. For these reasons, the investigator went on to establish criteria upon which to make a final selection. Information was required from people closely associated with and concerned about the preparation of teachers for elementary school physical education. Consequently, teacher educators and supervisors of elementary school physical education were selected. Also, a sample of people from across the country was preferred, therefore the investigator elected to send questionnaires throughout Canada.

Teachers responsible for elementary school physical education in teacher education institutions were chosen as informants for a number of reasons. They form the link between teacher candidates and practising teachers. Their role is to guide students into becoming teachers. Their work cannot be accomplished properly unless they are informed about physical education students and teachers. Also, teacher educators have academic qualifications and experience in the field. In this case, it implies that they have had previous experience in teaching physical education to elementary school children. Furthermore, teacher educators have information regarding their institution's program; and the programs implemented by these institutions are generally based on some studies and research made by these same teachers. Another reason is the fact that teacher educators, because of the library facilities, equipment, time, and status, undertake more studies and research than do school

teachers. Consequently, they are more aware of trends and innovations. Finally, since information on the professional preparation of elementary school physical education teachers is desired, teacher educators in this subject area are logical choices to provide this information.

Supervisors of elementary school physical education can be considered to be representative of elementary school teachers. Generally speaking, they have been teachers themselves in the past. Their present responsibilities permit them to become acquainted with many teachers and programs in different schools. Consequently, their views are based on experiences in more than just one school. Also, supervisors are assumed to be good liaison persons between the teacher and the teacher education institution. Because they visit and discuss with a number of teachers, they have some opinion of the work produced by these teachers, they can identify strong and weak program areas. They can be expected to suggest remedies for the weaknesses which could be incorporated in teacher education. Finally, supervisors, because of their job, are assumed to be people with insight in their field. They provide in-service training, help develop programs, familiarize themselves with current trends, offer counseling to teachers. Their opinions can be extremely useful.

Selection of Teacher Educators

Communication with the Canadian Teachers Federation provided the investigator with a list of fifty-six teacher

education institutions (March, 1970). A letter was mailed to each institution, asking for cooperation and for the names of their teachers involved in one or more courses in elementary school physical education who were interested in participating in the study. Of the fifty-six institutions, thirty-six answered the letter, providing the names of sixty-two teacher educators. To this total, it was also decided to send one questionnaire to each of the twenty institutions who had not answered the preliminary letter since there was no real indication that they didn't want to participate in the study. Therefore, a grand total of eighty-two questionnaires were sent to teacher educators.

Selection of Supervisors

Physical Education Branches in the Departments of Education for each of the ten provinces were asked to submit names of supervisors of elementary school physical education. In all, two hundred and ninety-eight names were provided from nine provinces. Of these, ninety-eight came from the Province of Quebec and one hundred and forty from the Province of Ontario. Seven of the nine provinces had ten or fewer names on their list. Therefore, in an effort to maintain a measurable proportion among the provinces, the investigator chose to send questionnaires to all the people from the provinces listing ten or fewer names, and to select at random fifteen names from Quebec and fifteen from Ontario. The final accumulated total questionnaires for supervisors was seventy-one.

IV. DATA COLLECTION

This section explains the procedures followed in sending and receiving the questionnaires.

A letter accompanied each questionnaire. In it, the investigator thanked the respondent for participating in the study and promised to send a copy of the abstract upon completion of the study. A self-addressed, stamped envelope was included. The questionnaires were to be returned to the Elementary Education Department, in care of the investigator.

A follow-up letter was drafted and sent approximately three weeks after the first letter. The purpose of this second letter was to remind the respondent to return the questionnaire. In the event that it had been misplaced, a second questionnaire, along with a self-addressed, stamped envelope, accompanied the second letter.

V. SUMMARY

This chapter provided information regarding the instrument used in the study. It also explained the rationale and the selection of the sample for the study, and identified the method for collecting the data.

CHAPTER V

SURVEY FINDINGS

I. INTRODUCTION

Opinions were sought from people across the country to help identify objectives for the preparation of elementary school physical education teachers. In order to obtain this information, questionnaires were sent to a number of teacher educators and supervisors of elementary school physical education in Canada. This chapter will give the findings of the survey. The findings will be presented in two sections: those that relate directly with program objectives, and findings that provide additional information regarding the respondents themselves or the program.

II. THE STUDY RESPONDENTS

Table I gives an indication of the number of questionnaires sent to teacher educators and supervisors, along with the returns received.

Teacher Educators

Teacher educators were selected as one group of respondents to the questionnaire. From the list of teacher educators suggested by the Canadian Teachers Federation, questionnaires were sent to eighty-two people, representing thirty-seven

TABLE I

Distribution and Return of Questionnaires

	Number Distributed	Number Returned	Percent Returned
Teacher Educator Questionnaires	82	65	79.3
Supervisors Questionnaires	71	53	74.6
Total Questionnaires	153	118	77.0

institutions. Sixty-five questionnaires were returned. This represented a seventy-nine point three percent (79.3%) return. However, five questionnaires were not usable because they were either not legible or the respondents had not followed the proper instructions. Table II identifies the respondents by number, institution, and province.

Supervisors

Supervisors of elementary school physical education were also selected as a respondent to the questionnaire. From a list suggested by various provinces' department of physical education, questionnaires were sent to seventy-one persons. Fifty-three questionnaires were returned. This represented a seventy-four point six percent (74.6%) return. Again, five questionnaires were not usable because they were either not legible or the respondents had not followed the proper instructions. Table III identifies the respondents in numbers by province.

III. METHOD OF DATA ANALYSIS

Responses to the questions of each questionnaire were tabulated individually. Frequency of mention and percentage distributions were made. Following this, comparisons were attempted among the questions common to both questionnaires.

In all questions where percentages were employed, it was decided that sixty-percent (60%) would be accepted as the level of significant difference. This margin was selected because it represented more than half of the respondents' opinions on any particular question.

TABLE II

Name of Institution and Number of Responding Teacher Educators by Institution

Institution	Number
NEWFOUNDLAND	
1. Memorial University	1
NOVA SCOTIA	
2. Acadia University	1
3. Dalhousie University	4
4. Nova Scotia Teachers College	1
5. Saint Francis Xavier University	1
PRINCE EDWARD ISLAND	
6. University of Prince Edward Island	1
NEW BRUNSWICK	
7. Ecole Normale	1
8. Fredericton Teachers College	3
9. Saint Thomas University	1
10. Université de Moncton	2
11. University of New Brunswick	1
QUEBEC	
12. McGill University	5
13. Université Laval	1
14. Université du Québec (Trois-Rivières)	1
15. Université de Sherbrooke	2
MANITOBA	
16. University of Manitoba	1

TABLE II (continued)

Institution	Number
ONTARIO	
17. Hamilton Teachers College	1
18. Lakehead University	1
19. Lakeshore Teachers College	1
20. London Teachers College	1
21. North Bay Teachers College	1
22. Ottawa Teachers College	1
23. Peterborough Teachers College	1
24. Queen's University	1
25. Stratford Teachers College	1
26. Sudbury Teachers College	1
27. Toronto Teachers College	1
28. University of Ottawa	1
29. University of Toronto	1
SASKATCHEWAN	
30. University of Regina	4
31. University of Saskatoon	2
ALBERTA	
32. University of Calgary	2
33. University of Lethbridge	1
BRITISH COLUMBIA	
34. Notre Dame University	1
35. Simon Fraser	1
36. University of British Columbia	5
37. University of Victoria	4

TABLE III

Number of Supervisors Receiving a Questionnaire by Province

Province	Number
Alberta	2
Manitoba	10
New Brunswick	6
Newfoundland	2
Nova Scotia	10
Ontario	15
Prince Edward Island	1
Quebec	15
Saskatchewan	10
Total	71

Tabulations according to the categories of answers in the questionnaires (top priority objective, important objective, less important objective, not necessary objective) produced few significant results. In view of this, the "top priority objective" and "important objective" were combined in the survey findings and reclassified as important objective. The "less important objective" and "not necessary objective" were also combined and reclassified as not important objective.

IV. FINDINGS REGARDING PROGRAM OBJECTIVES

The major thrust of this study centered around objectives for teacher education programs in elementary school physical education. Consequently, the investigator opted to report on the questions relating directly to this topic. See question number 18 on the teacher educators' questionnaire, and question number 10 on the supervisors' questionnaire. Table IV gives the results.

Growth and Development

Teacher educators felt strongly about all these objectives. Two of the objectives were deemed important by more than 95.0 percent, or 57 respondents. These were "to acquire skill in the assessment of the child's developmental level and needs" and "to be able to identify the uniqueness of each individual child as well as the similarities among individuals".

TABLE IV

Distribution of Preferred Program Objectives for Teacher Education in Elementary School Physical Education

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
Growth & Development								
1. To acquire skill in the assessment of the child's developmental level and needs.	59	98.3	0	1	43	89.6	2	3
2. To gain knowledge of the scientific principles which may increase understanding of human movement.	46	76.7	12	2	37	77.1	6	4
3. To be able to identify the uniqueness of each individual child as well as the similarities among individuals.	57	95.0	1	2	46	95.8	0	2

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
4. To understand and appreciate the effect of the environment (social, cultural, physical) on the child.	52	86.7	6	2	36	75.0	7	5
Learning Process								
5. To be able to select, from a variety of strategies, the appropriate teaching strategies for games, dance and gymnastics.	54	90.0	5	1	43	89.6	0	5
6. To be able to help the child relate that which is learned in physical education to his total learning experiences in the school.	46	76.7	11	3	41	85.4	3	4

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
7. To become knowledgeable in research in the area of elementary school physical education.	26	43.3	32	2	20	41.7	23	5
8. To be able to adjust learning opportunities to the needs, interests and purpose of boys and girls.	54	90.0	4	2	43	89.6	1	4
Movement Experiences								
9. To be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.	54	90.0	5	1	41	85.4	3	4

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
10. To become knowledgeable in the areas of games, dance and gymnastics.	55	91.7	3	2	38	79.2	5	5
11. To be able to stimulate imaginative and creative movement in children.	58	96.7	1	1	41	85.4	2	5
12. To become skillful in observing effort actions of human movement (force, time, space and flow).	45	75.0	13	2	33	68.8	11	4
Organization and Administration								
13. To be able to plan the total physical education program for the school.	49	81.7	10	1	41	85.4	3	4

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
14. To be able to plan lessons, related experiences and program guides.	56	93.3	3	1	41	85.4	3	4
15. To be able to organize and administer sequential programs in elementary school physical education.	53	88.3	7	0	43	89.6	2	3
16. To be able to work cooperatively with school personnel.	49	81.7	10	1	43	89.6	1	4
17. To be able to act as a liaison between school and community for recreational activities.	32	53.3	22	6	31	64.6	11	6
18. To acquire some knowledge in the care of facilities and equipment.	41	68.3	18	1	31	64.6	12	5

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
19. To be able to identify the type of environment that will provide children with the best possible learning situation.	54	90.0	5	1	40	83.3	5	3
20. To acquire skill in formulating and implementing school policies standards and procedures.	31	51.7	28	1	29	60.4	14	5
21. To be able to understand the role and the responsibility of the elementary school physical education teacher.	55	91.7	4	1	41	85.4	4	3
Evaluation								
22. To be able to assess the effectiveness of a teaching strategy when used in teaching a game, a dance or gymnastics.	57	95.0	2	1	39	81.3	3	6

TABLE IV (continued)

Objectives	Teacher Educators				Supervisors			
	Important	%	Not Important	Omitted	Important	%	Not Important	Omitted
23. To be able to help children to assess themselves.	56	93.3	4	0	39	81.3	2	7
24. To be able to use and interpret cumulative records.	32	53.3	26	2	26	54.2	16	6
25. To be able to assess the total elementary school physical education program.	48	80.0	11	1	38	79.2	6	4
26. To be able to assess the abilities, needs, aptitudes, interests and attitudes of children.	57	95.0	1	2	42	87.5	2	4

Supervisors as well suggested that all these objectives were important. They supported, in particular, the same two objectives deemed important by teacher educators.

Learning Process

Two objectives stood out in the opinion of teacher educators. As many as 90.0 percent, or 54, felt that "to be able to select, from a variety of strategies for games, dance, and gymnastics" and "to be able to adjust learning opportunities to the needs, interests and purpose of boys and girls" were important. The objective "to become knowledgeable in research in the area of elementary school physical education" was only supported by 43.3 percent, or 26 teacher educators responding.

Supervisors suggested that three of the four objectives identified were important. More than 85.0 percent, or 41 supervisors, supported them. Less than 50.0%, or 24 supervisors, supported the objective dealing with research.

Movement Experiences

Of the four objectives identified, more than 90.0 percent, or 54 teacher educators responding, supported the first three. Seventy-five percent supported the objective "to become skillful in observing effort actions of human movement (force, time, space and flow)".

Supervisors, in general, again supported the same objectives recommended by teacher educators.

Organization and Administration

There were nine objectives dealing with this area. Of these nine, at least three were supported by over 90.0 percent, or 54 teacher educators. They were: "to be able to plan lessons, related experiences and program guides", "to be able to identify the type of environment that will provide children with the best possible learning situation", and "to be able to understand the role and the responsibility of the elementary school physical education teacher". Two objectives: "to be able to act as a liaison between school and community for recreational activities" and "to acquire skill in formulating and implementing school policies, standards and procedures" were considered important by slightly over 50.0, or 30 responding teachers.

No less than six of the nine objectives were deemed important by more than 83.0 percent, or 40 responding supervisors. The remaining three objectives: "to be able to act as a liaison between school and community for recreational activities", "to acquire some knowledge in the care of facilities and equipment", "to acquire skill in formulating and implementing school policies standards and procedures" were supported by over 60.0 but not more than 65.0 percent of the supervisors. This represents between 29 and 31 supervisors.

Evaluation

Teacher educators strongly supported the following evaluation objectives: "to be able to assess the

effectiveness of a teaching strategy when used in teaching a game, a dance or gymnastics", "to be able to help children to assess themselves", "to be able to assess the abilities, needs, aptitudes, interests and attitudes of children". More than 93.0 percent, or 56 respondents, recommended these. The weakest support was given to "to be able to use and interpret cumulative records", with only 53.3 percent, or 32 teacher educators.

Supervisors also supported the three objectives mentioned by teacher educators. Over 81.0 percent, or 39 supervisors, identified them as important.

V. OTHER FINDINGS FROM THE QUESTIONNAIRES

A number of interesting and worthwhile facts were accumulated during the course of this study. They related indirectly with the topic, but at the same time, provided information that was valuable to the researcher.

Characteristics of Respondents

There were as many as seven, and as few as one half-time, instructors employed by institutions to work in the area of elementary school physical education. Table V indicates that 73.3 percent, or 44 teacher educators, possessed a masters or doctoral degree. This was found by ranking each respondent according to his or her highest academic qualification. In Table VI, 58.3 percent, or 35 teacher educators, have had teaching experience at the high school level while only 33.3 percent, or 20 teacher educators

TABLE V

Academic Qualifications of Teacher Educators

Qualifications	Number	Percentage
Doctoral Degree	11	18.3
Masters Degree	33	55.0
Bachelor's Degree	15	25.0
No Answer	1	1.7
Total	60	100.0

TABLE VI

Teaching Experience of Teacher Educators

Grade Level	Number of Years										Total	
	0-3		4-5		6-10		11-15		16-			
	n	%	n	%	n	%	n	%	n	%		
Elementary (Gr. 1-6)	9	15.0	4	6.7	5	8.3	2	3.3			20	33.3
High School (Gr. 7-12)	8	13.3	12	20.0	9	15.0	6	10.0			35	58.3
No Experience	5	8.3									5	8.4
College or University	23	38.2	10	16.7	10	16.7	7	11.7	10	16.7	60	100.0
Total	45	74.8	26	43.4	24	39.0	15	25.0	10	16.7		

had experience at the elementary school level. Five respondents indicated that they had no experience at either level. Of the 60 respondents, 23 of them, which represents 38.2 percent, were teaching in a teacher education institution for three years or less.

No fewer than 83.3 percent, or 40 supervisors, possessed at least a bachelor's degree. Seven supervisors did not, as yet, have any degree. See Table VII. All the supervisors answering the questionnaire indicated that they had teaching experience. It is interesting to note, however, that 60.4 percent, or 29 of the 48 supervisors, only had experience in teaching at the high school level. See Table VIII. In Table IX, the reader will note that exactly 50 percent, or 39 supervisors, had three years experience or less in their present capacity. Less than 20 percent, or 9 supervisors, had more than 10 years experience.

Present Programs in Various Institutions

Teacher educators, responding for their respective institution, indicated that eleven of the twelve teachers colleges involved in the study offered some courses in elementary school physical education. Out of the twenty-five universities represented, 60 percent, or 15 universities, offered some courses in elementary school physical education while the remaining 40 percent, or 10 universities, offered major or specialization programs. In other words, only ten institutions of the total number offered a major or specialition program in elementary school physical education. See

TABLE VII

Academic Qualifications of Supervisors

Qualifications	Number	Percentage
Doctoral Degree	1	2.1
Masters Degree	11	22.9
Bachelor's Degree	28	58.3
No Degree	7	14.6
No Answer	1	2.1
Total	48	100.0

TABLE VIII

Teaching Experience of Supervisors

Grade Level	Number of Years										Total	%
	0-3		4-5		6-10		11-15		16-			
	n	%	n	%	n	%	n	%	n	%		
Elementary (Gr. 1-6)	7	14.6	7	14.6	3	6.3	1	2.1			18	37.5
High School (Gr. 7-12)	8	16.7	5	10.4	9	18.8	3	6.3	4	8.3	29	60.4
College or University									1	2.1	1	2.1
Total											48	100.0

TABLE IX

Number of Years as Supervisors

Qualifications	Number of Years										Total	%
	0-3		4-5		6-10		11-15		16-			
	n	%	n	%	n	%	n	%	n	%		
Doctoral Degree					1						1	2.1
Masters Degree	5		2		2				2		11	22.9
Bachelor's Degree	14		1		4		3		1		28	58.3
No Degree	5		1				1		1		8	14.6
Total	24	50.0	8	16.7	7	14.6	4	8.3	5	10.4	48	100.0

Table X. Table XI indicates that five institutions required four full courses, or between 240 and 360 credit hours in order to complete a major or specialization. One institution required as much as 1350 hours. The number of students enrolled in these courses varied greatly because the courses were compulsory at some institutions and optional at others.

Two questions dealt with types of courses. Supervisors were asked to identify the types of courses deemed important for prospective teachers, while teacher educators were asked to identify the types of courses being offered by their institution. The rationale with regard to the question to teacher educators was that if the institution elects to offer a course, it must be deemed important. Responses to these questions were tabulated by frequency of mention. No attempt was made to analyse the duration, description or comments regarding these courses. Only one answer by institution was permitted. Table XII gives the results. Ten types of courses were mentioned anywhere from 10 to 36 times by the respondents: games, elementary school physical education, movement analysis, educational gymnastics, creative dance, individual and team activities, organization and administration, teaching methods, growth and development, dance. Fifteen other types of courses were mentioned but on a frequency of 6 times or less.

A question relating to the various titles or diplomas being offered by the institutions revealed that eighteen

TABLE X

Status of Elementary School Physical Education in Canadian Teacher Education Institutions in 1970-71

Type of Physical Education Program Offered		Number	Percentage of Responding Institutions
Offer a Major or Specialization in E.S.P.E.	Universities	9 of 25	36.0
	Teachers Colleges	1 of 12	8.3
Offer a Major or Specialization in K-12 Physical Education Program	Universities	1 of 25	4.0
	Teachers Colleges	0 of 12	0.0
Offer some courses in E.S.P.E.	Universities	15 of 25	60.0
	Teachers Colleges	11 of 12	91.7

TABLE XI

Number of Courses or Credit Hours Required for a Major or Specialization in Elementary School Physical Education

Courses or Hours In E.S.P.E.	Number of Institutions
A. One Course (60-90 hours)	0
B. Two Courses (120-180 hours)	0
C. Three Courses (180-270 hours)	2
D. Four Courses (240-360 hours)	5
E. Other: Approximately 585 hours	2
Approximately 1350 hours	1
Total	10

TABLE XII

Types of Courses for Prospective Teachers in Elementary School Physical Education

Types of Courses	Frequency of Mention	
	Supervisors	Teacher Educators
1. Games (Low-organized; lead-up)	36	21
2. Elementary School Physical Education (short course dealing with all aspects of theoretical and practical work)		13
3. Movement Analysis	27	21
4. Educational Gymnastics	30	21
5. Individual and Team Activities (Including Aquatics, Track & Field Sports)	24	21
6. Growth and Development	18	11
7. Creative Dance	18	21
8. Teaching Methods	11	20
9. Organization and Administration	16	21
10. Special Physical Education (for Handicapped, Retarded, etc...)	5	1

TABLE XII (continued)

Types of Courses	Frequency of Mention Supervisors	Teacher Educators
11. Subject Integration	4	
12. Outdoor Education	3	1
13. Dance (Folk, Square, Rhythms, Mimetics)	15	2
14. Special Events	3	
15. Perceptual - Motor Development	2	
16. Observations Skills	1	
17. Health	6	3
18. History and Principles of Physical Education	3	
19. Anatomy and Physiology	4	5
20. Recreation	2	1
21. Practice Teaching	3	
22. Measurement and Evaluation	3	2
23. Conditioning	3	

TABLE XII (continued)

Types of Courses	Frequency of Mention Supervisors	Teacher Educators
24. First Aid	1	1
25. Physiology of Exercise		3
26. Directed Study		3
27. Foundations of Physical Education		4
28. Scientific Bases for Movement		3
29. Advanced Games, Dance, Gymnastics		3
30. Child Psychology		1
31. Perspectives in E.S.P.E.		1

different titles were used. They ranged from a year teaching certificate to a six years masters' degree. See Table XIII.

As indicated in Table XIV, the more popular methods of individual student teacher evaluation were the subjective opinion of the instructor, term projects and theoretical examinations. Personal skill performance was also a popular method employed by teacher educators. Over 40 percent, or more than 40, admitted never using self-rating by students or evaluation by other students.

When asked if the individual progress of student teachers could be measured in other ways, some respondents made the following suggestions:

1. Use of audio-visual aids in discussions, observations.

2. Longer practice teaching periods. That students be assigned to a school for a continuing teaching experience and that progress be reported by teachers.

3. Evaluation of the students' ability to work with children.

4. Emphasis placed on teaching ability rather than on performance.

5. Evaluation made by contract with each individual student.

Table XV shows the distribution of answers relating to the information being used to assess the effectiveness of the professional preparation program for elementary school physical education teacher candidates. Questionnaires, standardized tests and continuous follow-up of graduates are not used by the majority of institutions. They rely instead on simple observation of students and graduates, student

TABLE XIII

Various Titles for Completed Requirements in Institutions and Normal Period of Time to Fulfill These Requirements

Titles	Years to Complete
1. Masters in Arts	6
2. Bachelor of Education	4
3. Bachelor of Education	5
4. Bachelor of Elementary Education	4
5. Bachelor of Elementary Education	5
6. Bachelor of Physical Education	4
7. Bachelor of Physical Education	5
8. Bachelor of Teaching	4½
9. Diploma in after degree program	5
10. Diploma in Physical Education	2
11. Junior diploma of Education	2 years in Arts or Science and 1 teaching
12. Senior diploma of Education	3 years in Arts or Science and 1 teaching
13. Teaching Certificate	2
14. Teaching Certificate	3
15. Elementary School Teaching Certificate	1

TABLE XIII (continued)

Titles	Years to Complete
16. Bachelor of Science in Physical Education	4
17. Bachelor of Science in Physical Education	3
18. Bachelor of Health, Physical Education and Recreation	4

TABLE XIV

Distribution of Teacher Educators' Methods of Evalution Used to Measure Progress of Individual Students

Methods	Frequency of Use							
	0%		33%		34-66%		67-100%	
	n	%	n	%	n	%	n	%
A. Subjective opinion of the instructor	6	10.0	25	41.7	10	16.7	3	5.0
B. Term projects (papers)	7	11.7	27	45.0	15	25.0	4	6.7
C. Interview	16	26.7	16	26.7	3	5.0	1	1.7
D. Theoretical examinations	7	11.7	24	40.0	17	28.3	6	10.0
E. Personal skill performance	12	20.0	22	36.7	10	16.7	3	5.0
F. Self-rating by students	27	45.0	8	13.3	3	5.0		
G. Evaluation by other students	26	43.3	7	11.7	4	6.7		

TABLE XV

Distribution of Teacher Educators Sources of Information Used to Assess the Professional Preparation Program

Sources of Information	Frequency of Use							
	0%		33%		34-66%		67-100%	
	n	%	n	%	n	%	n	%
A. Observation (of students and graduates)	2	5.4	13	35.1	15	40.5	5	13.5
B. Questionnaire	24	64.9	8	21.6	2	5.4	1	2.7
C. Student teaching and other field experience reports	1	2.7	18	48.6	10	27.0	6	16.2
D. Standardized tests	27	73.0	4	10.8	1	2.7		
E. Reports from administrators on teaching strengths and weaknesses of recent graduates	12	32.4	16	43.2	5	13.5	2	5.4
F. Continuous follow-up on achievements	21	56.8	9	24.3	3	8.1		
G. Staff meetings to evaluate the total program	3	8.1	15	40.5	11	29.7	6	16.2

teaching reports, staff meetings and reports from school administrators. Some respondents felt that these programs could be measured in other ways. One suggestion was that all students be given a questionnaire to fill in at mid-term and at the end of the year. Another suggestion was to prepare a questionnaire for a sample of elementary school children. One respondent felt that an assessment by an external examiner would be useful. Another suggested that supervisors and Provincial Department of Education officials offer constructive criticism. Finally, one person added that not only should programs be evaluated, but that it should be an annual affair.

One question dealt with the most favourable features of the present professional preparation programs. There was a high level of agreement between the answers given by both supervisors and teacher educators. Except for classroom observation, all answers favoring student teaching, growth and development courses, and skill courses in movement education were supported by close to 90 percent, or 97 of the 108 respondents. Student teaching rated highest with 92.1 percent support. See Table XVI for details.

Other Questions

Consultants were considered by a slim margin to be the kind of physical education teacher most needed in the elementary school. Specialists for grades 1-6, specialists for grades 4-6, and the classroom teacher were close behind in the tabulations. Visiting specialists were considered least important. See Table XVII for the results.

TABLE XVI

Favourable Features of Professional Preparation Programs for Elementary School Physical Education in 1970-71

Features	Teacher Educators								Supervisors							
	Important		Not Important		Omitted		Total		Important		Not Important		Omitted		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Classroom Observations	55	91.7	5	8.3	0	0.0	60	100.0	36	75.0	10	20.8	2	4.2	48	100.0
Student Teaching	58	96.7	0	0.0	2	3.3	60	100.0	42	87.5	0	0.0	6	12.5	48	100.0
Courses Dealing with Growth and Development	55	91.7	4	6.7	1	1.7	60	100.0	40	83.3	3	6.3	5	10.4	48	100.0
Laboratory Courses with Special Attention to Movement Education for K-6	55	91.7	5	8.3	0	0.0	60	100.0	42	87.5	4	8.3	2	4.2	48	100.0

TABLE XVII

Distribution of Teachers Most Needed for Elementary School Physical Education

Most Needed Kinds of Teachers	Teacher Educators								Supervisors							
	Important		Not Important		Omitted		Total		Important		Not Important		Omitted		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Consultant	41	68.3	13	21.7	6		60	100.0	35	72.9	8	16.7	5		48	100.0
Specialist for grades 1-6	37	61.7	15	25.0	8		60	100.0	33	68.8	10	20.8	5		48	100.0
Specialist for grades 4-6	33	55.0	17	28.3	10		60	100.0	36	75.0	9	18.8	3		48	100.0
Classroom teacher	39	65.0	15	25.0	6		60	100.0	31	64.6	14	29.2	3		48	100.0
Part-time specialist	29	48.3	22	36.7	9		60	100.0	21	43.8	22	45.8	5		48	100.0
Specialist for grades K-3	24	40.0	25	41.7	11		60	100.0	23	47.9	18	37.5	7		48	100.0
Visiting specialist	14	23.3	35	58.3	11		60	100.0	10	20.8	33	68.8	5		48	100.0

Table XVIII shows that three-quarters of the supervisors didn't believe many teachers to be highly qualified. Twenty-seven supervisors, or 56.3 percent, felt that only as many as 25 percent of the teachers had taken some courses in the subject area. Yet only 14 supervisors were prepared to say that between 80-100 percent of teachers had few or no courses in elementary school physical education.

Table XIX indicates that 42 supervisors acknowledged the fact that classroom teachers taught physical education in their area. Twenty supervisors estimated that classroom teachers taught between 80-100 percent of the classes.

Another question dealt with suggested program improvements. Five possible suggestions were offered to the respondents, along with any other they might wish to add. The highest rating went to "to provide more opportunities to work with children, under supervision". It was supported by over 93 percent, or 45 supervisors, and by over 96 percent, or 58 teachers educators. See Table XX.

VI. SUMMARY

This chapter covered the survey findings. The number of questionnaires sent to teacher educators and to supervisors was determined. The number of returns received was also identified. Details were given on the method for data analysis. Findings were presented in two parts: those that dealt precisely with program objectives, and other findings not directly related to program objectives.

TABLE XVIII

Supervisors' Estimates of the Qualifications of Practising Canadian Elementary School Physical Education Teachers in 1970-71

Teachers	Estimates in Percentages											
	0-25%		30-50%		55-75%		80-100%		No Answer		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Highly Qualified	36	75.0	2	4.2	3	6.3	3	6.3	4	8.3	48	100
Have Some Preparation	27	56.3	7	14.6	7	14.6	4	8.3	3	6.3	48	100
Have Little or No Preparation	16	33.3	9	18.8	7	14.6	14	29.2	2	4.2	48	100

TABLE XIX

Supervisors Estimates of who Teaches Physical Education Classes in Their Respective Areas in 1970-71

Teachers	Estimates in Percentages									
	0-25%		30-50%		55-75%		80-100%		No Answer	
	n	%	n	%	n	%	n	%	n	%
Specialist for Grades 1-6	14	29.2	1	2.1			1	2.1		
Specialist for Grades K-3	9	18.8								
Specialist for Grades 4-6	9	18.8	3	6.3						
Part-time Specialist	12	25.0	6	12.5	1	2.1	1	2.1		
Visiting Specialist	12	25.0	2	4.2			4	8.3		
Classroom Teacher	7	14.6	8	16.7	7	14.8	20	41.7	6	12.5

TABLE XX

Suggested Improvements in Professional Preparation Programs for Elementary School Physical Education

Suggestions	Teacher Educators						Supervisors					
	Important		Not Important		Omitted		Important		Not Important		Omitted	
	n	%	n	%	n	%	n	%	n	%	n	%
Increase the Emphasis on Courses Dealing with the Growth and Development Level of the Child	51	85.0	6	10.0	3	5.0	38	79.2	7	14.6	3	6.3
Provide More Opportunities to Work with Children, Under Supervision	58	96.7	0	0.0	2	3.3	45	93.8	0	0.0	3	6.3
Apply Research on Human Movement to the Teaching of Elementary School Physical Education	37	61.7	16	26.7	7	11.7	33	68.8	11	22.9	4	8.3

TABLE XX (continued)

Suggestions	Teacher Educators						Supervisors					
	Important		Not Important		Omitted		Important		Not Important		Omitted	
	n	%	n	%	n	%	n	%	n	%	n	%
Provide Opportunities for all Elementary Education Teacher Candidates to Include Physical Education in Their Curriculum	48	80.0	12	20.0	0	0.0	43	89.6	3	6.3	2	4.2
Provide a Major or Specialization in Physical Education at the Elementary Level	47	78.3	12	20.0	1	1.7	41	85.4	4	8.3	3	6.3

CHAPTER VI

DISCUSSION OF THE SURVEY FINDINGS

I. INTRODUCTION

It was explained earlier that a series of steps would be followed to assure consistency in the study. In order to identify objectives for the preparation of elementary school physical education teachers, questionnaires were sent to teacher educators and supervisors of elementary school physical education teachers across Canada. The findings were revealed in the previous chapter. At this point, the investigator combined the findings of the teacher educator questionnaires with the findings of the supervisor questionnaires. From this combination a list of tentative objectives was drawn which was then compared to the list derived from the literature search.

The reader is reminded that sixty percent (60%) had been determined as the level of significant difference.

This chapter is divided into three sections: first, the combined findings regarding program objectives; second, the combined findings regarding the questions other than program objectives; third, a tentative list of objectives for the professional preparation of elementary school physical education teachers, as suggested by the survey findings.

II. COMBINED FINDINGS REGARDING PROGRAM OBJECTIVES

Both teacher educators and supervisors were generally consistent with one another in indicating their preferred program objectives. There was never more than a 15 percent discrepancy in their selections, and for 21 of the 26 objectives, the discrepancy was less than 10 percent. See Table V.

Growth and Development

All the objectives in growth and development were deemed important by both groups. In particular, the objective "to be able to identify the uniqueness of each individual child as well as the similarities among individuals" was strongly supported.

Learning Process

Only one objective "to become knowledgeable in research in the area of elementary school physical education" was not supported by both groups questioned.

Movement Experiences

The four objectives in this category were supported by teacher educators and supervisors.

Organization and Administration

Of the nine objectives identified, two were not considered important by the respondents. They were: "to be able to act as a liaison between school and community for recreational activities", and "to acquire skill in formulating and implementing school policies, standards and procedures.

Evaluation

All but one of the evaluation objectives were considered important by both groups of respondents. The exception was "to be able to use and interpret cumulative records".

III. COMBINED FINDINGS REGARDING OTHER QUESTIONS

Present Programs in Various Institutions

The investigator felt that there was enough commonality among the answers to the questions relating to types of courses to warrant a combination of these answers. See Table XII. Nine types of courses stood out over the other types mentioned for the professional preparation of elementary school physical education teachers. They were: low-organized and lead-up games, movement analysis, growth and development, educational gymnastics, creative dance, individual and team activities, teaching methods, organization and administration, dance. Teacher educators also mentioned one course they entitled "elementary school physical education". From the various descriptions provided by the respondents, the course amounted to a combination of the nine types of courses earlier mentioned. In Teachers Colleges, the respondents reasoned, there is a lot less time to go through the subject matter. Consequently, these institutions prefer to give a broad view of the total program than an in-depth study of one subject.

The respondents felt that classroom observation, student teaching, courses dealing with growth and development and

laboratory courses were favorable features of the present programs. Student teaching was strongly supported.

Other Questions

In answer to the question regarding the most needed elementary school physical education teachers, both teacher educators and supervisors preferred consultants, specialists for grades one to six, specialists for grades four to six and classroom teachers. These choices help substantiate the fact that both specialists and classroom teachers are needed to teach physical education.

Teacher educators and supervisors were also asked to react to a question dealing with suggested improvements of present programs. They strongly supported "opportunities to work with children, under supervision". Encouraged also were more courses in growth and development, a major or specialization program in elementary school physical education, opportunities for all elementary education students to take some courses in physical education, and to apply research on human movement to the teaching of elementary school physical education.

IV. A TENTATIVE LIST OF OBJECTIVES AS SUGGESTED BY THE RESPONDENTS

From the information gathered through questionnaires from 60 teacher educators and 48 supervisors, the following list of tentative objectives is suggested for the preparation of elementary school physical education teachers.

Growth and Development

1. Acquire skill in the assessment of the child's developmental level and needs.

2. Gain knowledge of the scientific principles which may increase understanding of human movement.

3. Be able to identify the uniqueness of each individual child as well as the similarities among individuals.

4. Understand and appreciate the effects of the environment (social, cultural, physical) on the child.

Learning Process

1. Be able to select from a variety of strategies, the appropriate teaching strategies for games, dance and gymnastics.

2. Be able to help the child relate that which is learned in physical education to his total learning experiences in the school.

3. Be able to adjust learning opportunities to the needs, interests and purposes of boys and girls.

Movement Experiences

1. Be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.

2. Become knowledgeable in the areas of games, dance, gymnastics.

3. Be able to stimulate imaginative and creative movement in children.

4. Become skillful in observing effort actions of human movement (force, time, space, flow).

Organization and Administration

1. Be able to plan the TOTAL physical education program for the elementary school.

2. Be able to plan lessons, related experiences and program guides.

3. Be able to organize and administer sequential programs in elementary school physical education.

4. Be able to work cooperatively with school personnel.

5. Acquire some knowledge in the care of facilities and equipment.

6. Be able to identify the type of environment that will provide children with the best possible learning situation.

7. Be able to understand the role and the responsibility of the elementary school physical education teacher.

Evaluation

1. Be able to assess the effectiveness of a teaching strategy when used in teaching games, dance or gymnastics.

2. Be able to help children to assess themselves.

3. Be able to assess the TOTAL elementary school physical education program.

4. Be able to assess the abilities, needs, aptitudes, interests and attitudes of children.

Others

Individual and team activities. Become knowledgeable in a variety of individual and team sports.

Practice teaching. Be able to work with children.

Teacher preparation. Provision should be made for all elementary education students to take courses in elementary school physical education if they wish. At the same time, students who wish to become more specialized in that subject area should be able to do so. This would assure that all graduating students in elementary education would possess a minimum requirement.

Types of courses. Teacher education institutions should be prepared to offer courses covering a major portion of the following areas: growth and development, games, educational gymnastics, creative dance, organization and administration, individual and team activities, movement analysis, dance, and teaching strategies. At the same time, the institutions should be prepared to provide plenty of practice teaching and opportunities to work with children.

V. SUMMARY

This chapter attempted to combine the findings of the teacher educators' questionnaires with the findings of the supervisors' questionnaires. Findings were combined according to program objectives dealing with: growth and development, learning process, movement experiences, organization and administration, evaluation. Another section identified the respondents' feelings regarding present programs in various institutions and other non-related questions.

The final section presented a list of tentative objectives for the preparation of elementary school physical education teachers, as proposed by teacher educators and supervisors.

CHAPTER VII

CURRICULAR OBJECTIVES FOR TEACHER CANDIDATES OF ELEMENTARY SCHOOL PHYSICAL EDUCATION

I. INTRODUCTION

The purpose of this study was to identify objectives for the preparation of elementary school physical education teachers. An extensive survey of the literature was undertaken in 1970-71. Following this, a list of tentative objectives was identified. A questionnaire was then sent to 108 teacher educators and supervisors across Canada for their impressions of objectives for the preparation of teachers for elementary school physical education. A second list of objectives was then identified.

This chapter will present the list of objectives as proposed by the literature and the respondents. They will be presented side by side. In a second section, the objectives agreed upon by the literature and the survey will be identified. Thirdly, those "other" objectives supported by the literature will be presented. A fourth section will identify the "other" objectives supported by the survey. Finally, a definite list of objectives, based on all the information obtained in this study, will be offered for the preparation of elementary school physical education teachers.

II. COMPARISON OF LITERATURE AND SURVEY FINDINGS

The objectives presented here were outlined earlier in the study. In Chapter III, certain curricular objectives were identified following a review of the literature. In Chapter VI, curricular objectives were developed from the findings of the survey. Both sets of objectives have been reproduced in this section.

Curricular Objectives Found in the Literature	Curricular Objectives Resulting from the Survey
1. Be able to identify individual differences between and among children.	1. Acquire skill in the assessment of the child's developmental level and needs.
2. Be knowledgeable about the motor development patterns of elementary school children.	2. Gain knowledge of the scientific principles which may increase understanding of human movement.
3. Be able to recognize and assess the physical development stage of boys and girls.	3. Be able to identify the uniqueness of each individual child as well as the similarities among individuals.
	4. Understand and appreciate the effects of the environment (social, cultural, physical) on the child.
Learning Process	Learning Process
1. Be able to use certain strategies to teach physical, emotional, social and mental	1. Be able to select from a variety of strategies, the appropriate teaching

relationships.	strategies for games, dance and gymnastics.
2. Be able to generate a sequence of learning opportunities in physical education for grades one to six.	2. Be able to help the child relate that which is learned in physical education to his total learning experiences in the school.
3. Be able to select from a variety of teaching strategies the appropriate strategies for stimulating problem solving, exploration and discovery in games, dance and gymnastics.	3. Be able to adjust learning opportunities to the needs, interests and purposes of boys and girls.
4. Be able to guide boys and girls in integrating what was learned in physical education to other subject areas.	
<u>Movement Experiences</u>	<u>Movement Experiences</u>
1. Be able to select appropriate physical activities to stimulate growth and development.	1. Be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.
2. Have a thorough knowledge of games, dance and gymnastics as applied to elementary	2. Become knowledgeable in the areas of games, dance, gymnastics.

school children.

3. Be capable of introducing a variety of leisure-type activities in the program.

4. Be knowledgeable in movement analysis as it applies to games, dance and gymnastics.

5. Appreciate and use outdoor education activities related to the immediate environment.

6. Understand programs in perceptual-motor development.

7. Acquire knowledge in adapted physical education for the purpose of preparing individual programs.

3. Be able to stimulate imaginative and creative movement in children.

4. Become skillful in observing effort actions of human movement (force, time, space, flow).

Organization and Administration

1. Be able to plan a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

2. Be able to administer a physical education curriculum, including instructional classes, intra-mural and

Organization and Administration

1. Be able to plan the TOTAL physical education program for the elementary school.

2. Be able to plan lessons, related experiences and program guides.

inter-school programs.

3. Work cooperatively with other teachers in the school.

4. Be capable of introducing a school-community program in physical education.

3. Be able to organize and administer sequential programs in elementary school physical education.

4. Be able to work cooperatively with school personnel.

5. Acquire some knowledge in the care of facilities and equipment.

6. Be able to identify the type of environment that will provide children with the best possible learning situation.

7. Be able to understand the role and the responsibility of the elementary school physical education teacher.

Evaluation

1. Be capable of assessing the physical education program, including the instructional classes, the intra-mural and inter-school activities.

Evaluation

1. Be able to assess the effectiveness of a teaching strategy when used in teaching games, dance or gymnastics.

2. Be able to assess each individual child in physical education.

2. Be able to help children to assess themselves.

3. Be able to assess the TOTAL elementary school physical education program.

4. Be able to assess the abilities, needs, aptitudes, interests and attitudes of children.

Others

Individual and team activities. Become knowledgeable in a variety of individual and team sports.

Practice teaching. Be able to work with children.

Teacher preparation. Provision should be made for all elementary education students to take courses in elementary school physical education if they wish. At the same time, students who wish to become more specialized in that subject area should be able to do so. This

would assure that all graduating students in elementary education would possess a mininum requirement.

Types of courses. Teacher education institutions should be prepared to offer courses covering a major portion of the following areas: growth and development, games, educational gymnastics, creative dance, organization and administration, individual and team activities, movement analysis, dance, and teaching strategies. At the same time, the institutions should be prepared to provide plenty of practice teaching and opportunities to work with children.

III. AREAS OF AGREEMENT

Close examination of the curricular objectives revealed that most of those found in the literature were included among the objectives suggested by the respondent in the survey. Of the objectives identified in the literature, the following were supported in the survey findings:

Growth and Development

1. Be able to identify the individual differences between and among children.

2. Be knowledgeable about the motor development patterns of elementary school children.

3. Be able to recognize and assess the physical development stage of boys and girls.

Learning Process

1. Be able to select from a variety of teaching strategies the appropriate strategies for stimulating problem-solving, exploration and discovery in games, dance and gymnastics.

2. Be able to guide boys and girls in integrating what was learned in physical education to other subject areas.

Movement Experiences

1. Have a thorough knowledge of games, dance and gymnastics as it applies to elementary school children.

2. Be knowledgeable in movement analysis as it applied to games, dance and gymnastics.

Organization and Administration

1. Be able to plan a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

3. Work cooperatively with other teachers in the school.

Evaluation

1. Be capable of assessing the physical education program, including the instructional classes, the intra-mural

and inter-school activities.

2. Be able to assess each individual child in physical education.

IV. OTHER OBJECTIVES SUGGESTED IN THE LITERATURE

Some objectives, presented as a result of the review of literature, were not supported by the survey.

Learning Process

1. Be able to generate a sequence of learning opportunities in physical education for grades one to six.

2. Be able to use certain strategies to teach physical, emotional, social and mental relationships.

Movement Experiences

1. Be able to select appropriate physical activities to stimulate growth and development.

2. Be capable of introducing a variety of leisure-type activities in the program.

3. Appreciate and use outdoor education activities related to the immediate environment.

4. Understand programs in perceptual-motor development.

5. Acquire knowledge in adapted physical education for the purpose of preparing individual programs.

Organization and Administration

1. Be able to administer a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

2. Be capable of introducing a school-community program in physical education.

The investigator felt, however, that these objectives were not totally unsupported in the survey findings. In most cases, the literature objectives could be subsumed under those objectives identified by the respondents in the survey. For example, the statement "to be able to select appropriate physical activities to stimulate growth and development" is encompassed within the statement "to be able to adjust learning opportunities to the needs, interests and purposes of boys and girls".

It was determined in Chapter II that where there would be disagreement between the objectives derived from the literature and the objectives derived from the survey, more support would be granted to the information accumulated from the literature. It is on this basis that the literature objectives will be retained to add to the final list.

V. OTHER OBJECTIVES SUGGESTED IN THE SURVEY

Some objectives identified by survey respondents were not mentioned in the literature. Again, these objectives were not completely isolated from those advocated by the review of literature.

Growth and Development

1. Gain knowledge of the scientific principles which may increase understanding of human movement.

2. Understand and appreciate the effects of the environment (social, cultural, physical) on the child.

Learning Process

1. Be able to adjust learning opportunities to the needs, interests and purposes of boys and girls.

Movement Experiences

1. Be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.

2. Be able to stimulate imaginative and creative movement in children.

3. Become skillful in observing effort actions of human movement (force, time, space flow).

Organization and Administration

1. Be able to plan lessons, related experiences and program guides.

2. Be able to organize and administer sequential programs in elementary school physical education.

3. Acquire some knowledge in the care of facilities and equipment.

4. Be able to identify the type of environment that will provide children with the best possible learning situation.

5. Be able to understand the role and the responsibility of the elementary school physical education teacher.

Evaluation

1. Be able to assess the effectiveness of a teaching strategy when used in teaching games, dance, or gymnastics.

2. Be able to help children to assess themselves.

Others

1. Become knowledgeable in a variety of individual and team sports.

2. Be able to work with children.

3. That all elementary education students be able to follow courses in elementary school physical education.

4. That all elementary education students who wish to become more specialized in elementary school physical education be able to do so.

5. That teacher education institutions offer courses in the following areas: growth and development, games, educational gymnastics, creative dance, organization and administration, individual and team activities, movement analysis, dance, and teaching strategies.

6. That teacher education institutions increase practice teaching experiences and opportunities to work with children.

Though these objectives were not mentioned specifically in the literature, they were nevertheless supported by both teacher educators and supervisors. Since the investigator was attempting to provide the most complete list of objectives possible for the preparation of elementary school physical education teachers, it was decided to retain this list of objectives to add to the final list.

VI. THE FINAL LIST OF CURRICULAR OBJECTIVES

The following list of curricular objectives is suggested for the preparation of elementary school physical education

teachers. It results from a comparison of objectives obtained following a review of pertinent literature and a questionnaire survey. The objectives agreed upon in the literature and the survey form part of this final list. Also included are the other objectives from the review of literature along with those agreed upon by teacher educators and supervisors.

Growth and Development

1. Be able to identify the individual differences between and among children.

2. Be knowledgeable about the motor development patterns of elementary school children.

3. Be able to recognize and assess the physical development stage of boys and girls.

4. Gain knowledge of the scientific principles which may increase understanding of human movement.

5. Understand and appreciate the effects of the environment (social, cultural, physical) on the child.

Learning Process

1. Be able to select from a variety of teaching strategies the appropriate strategies for stimulating problem-solving, exploration and discovery in games, dance and gymnastics.

2. Be able to guide boys and girls in integrating what was learned in physical education to other subject areas.

3. Be able to generate a sequence of learning opportunities in physical education for grades one to six.

4. Be able to use certain strategies to teach physical, emotional, social and mental relationships.

5. Be able to adjust learning opportunities to the needs, interests and purposes of boys and girls.

6. Be able to work with children.

Movement Experiences

1. Have a thorough knowledge of games, dance and gymnastics as it applies to elementary school children.

2. Be knowledgeable in movement analysis as it applies to games, dance and gymnastics.

3. Be able to select appropriate physical activities to stimulate growth and development.

4. Be capable of introducing a variety of leisure-type activities in the program.

5. Appreciate and use outdoor education activities related to the immediate environment.

6. Understand programs in perceptual-motor development.

7. Acquire knowledge in adapted physical education for the purpose of preparing individual programs.

8. Be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.

9. Be able to stimulate imaginative and creative movement in children.

10. Become skillful in observing effort actions of human movement (force, time, space, flow).

11. Become knowledgeable in a variety of individual and team sports.

Organization and Administration

1. Be able to plan a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

2. Work cooperatively with other teachers in the school.

3. Be able to administer a physical education curriculum, including instructional classes, intra-mural and inter-school programs.

4. Be capable of introducing a school community program in physical education.

5. Be able to plan lessons, related experiences and program guides.

6. Be able to organize and administer sequential programs in elementary school physical education.

7. Acquire some knowledge in the care of facilities and equipment.

8. Be able to identify the type of environment that will provide children with the best possible learning situation.

9. Be able to understand the role and the responsibility of the elementary school physical education teacher.

Evaluation

1. Be capable of assessing the physical education program, including the instructional classes, the intra-mural

and inter-school activities.

2. Be able to assess each individual child in physical education.

3. Be able to assess the effectiveness of a teaching strategy when used in teaching games, dance, or gymnastics.

4. Be able to help children to assess themselves.

The writer did not attempt to establish an order of priority for these objectives. Some may be more important than others, just as some should probably be achieved before others. Each individual institution is expected to determine the order and the manner in which these objectives are to be achieved.

VIII. SUMMARY

A comparison of the list of objectives derived from the review of literature and the questionnaire survey was made in this chapter.

The investigator then identified the objectives agreed upon by the literature and the respondents. Another section dealt with the objectives not mentioned in either the literature or the survey. Finally, a list of objectives for the preparation of elementary school physical education teachers was proposed.

CHAPTER VIII

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

I. INTRODUCTION

In an attempt to identify objectives for the preparation of teachers in elementary school physical education, this investigator undertook in 1970-71 a review of literature and a questionnaire survey. This chapter will give an account of the principal parts of this study, beginning with an identification of the problem, the method of data collection, the data analysis, the implications for the preparation of teachers for elementary school physical education, and recommendations for future research.

II. THE PROBLEM

The topic of this study was selected as a result of a concern that teachers were not being adequately prepared to teach physical education in elementary schools. It was also felt that elementary school physical education programs suffered as a result of this inadequate professional preparation. As a means to bring about improvement, the investigator chose to prepare a comprehensive set of objectives designed for professional preparation programs in elementary school physical education. In order to do so, a review of

related literature and a questionnaire survey were selected as the means for gathering the necessary information.

III. DATA COLLECTION

Literature Search

Much of the literature selected for this review dealt specifically with the characteristics of elementary school age children and with elementary school physical education programs. Four particular areas were distinguished: growth and development, provincial curriculum guides, recent trends and teacher education. Following the review, a list of tentative objectives were prepared by the investigator. The objectives were selected on the basis of their support in the literature examined. Five categories of objectives helped clarify the total list: growth and development, learning process, movement experiences, organization and administration, and evaluation. The list was then put aside, to be compared with a second list developed as a result of the survey.

The Survey

Along with the review of literature, it was decided to seek the opinions of supervisors and teacher educators connected with elementary school physical education. A sample of each group was selected from across Canada. The data were collected by means of a questionnaire. The instrument was developed and revised a number of times as a result of constructive criticism by a panel of judges and the findings

from a pilot project. The revised questionnaire was sent to one hundred and fifty-three persons in Canadian teacher education institutions and in the public school system. From the findings of the survey, a list of objectives was selected. These objectives were selected on the basis of agreement by teacher educators and supervisors. Sixty percent (60%) or more of the total number of respondents selecting the same objective constituted an agreement.

IV. DATA ANALYSIS

From two tentative lists of objectives, the investigator was to submit one final selection. Both lists, the one supported by the literature and the one supported by the survey, were compared side by side. When the objectives were the same in both lists, they were selected automatically. The investigator also selected the remaining objectives found in the literature, based on the support they received from the numerous writers of elementary school physical education. The objectives agreed upon by teacher educators and supervisors in the survey were also chosen for the final list. This was decided since both groups of respondents constituted expert people in the subject matter. A final list of objectives for the preparation of teachers in elementary school physical education was submitted.

V. IMPLICATIONS FOR THE PREPARATION OF ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS

The findings of this study provide suggestions for implications relevant to teacher education programs in

Canadian institutions. The following paragraphs will attempt to identify the most pertinent implications.

It seems fairly obvious that all the groups involved in the study agreed with the six categories identified in preparing the list of objectives: growth and development, learning process, movement experiences, organization and administration, and evaluation. This would imply that they should represent important areas to be covered in a professional preparation program.

Some categories have many more objectives than others. Without commenting on their individual value, perhaps one can assume that objectives are more easily identified in one category than in another. Or again, maybe one category is more important than another. This could be the case for the movement experience objectives as opposed to, say, the evaluation objectives. On the other hand, some objectives within a category may be more important than others. This could have interesting implications for an institution when program priorities are under consideration.

Another major implication is that the literature may be more advanced in its suggestions than the teacher educator is with his institutions' programs. This suggestion is substantiated by the fact that the literature identifies new trends with perceptual-motor programs, outdoor education, adapted physical education, school-community concepts. Most teacher institution programs, on the other hand, are barely touching most of these trends.

There are areas of disagreement between the literature, teacher educators and supervisors. This represents a healthy situation as it will impose on all these people the need to continue their search for the ideal list of objectives. This fact probably implies that areas of disagreement would have existed regardless of the sources used for this study. It should also be pointed out that the sources selected for this study did provide an interesting input. However, other potential sources (classroom teachers, children,...) would be just as informative in their own way.

Many respondents suggested modifications in the present programs which could constitute implications for this study. Among the more frequently mentioned suggestions were such things as: physical education programs for all teacher education students of elementary school, providing, for teacher education students, the possibility of specializing in elementary school physical education. The suggested list of objectives could be a stepping stone to this end. Hopefully, a course or two could be created to cover each category of objectives.

A final implication of this study is the added emphasis that respondents gave to the need for teacher candidates to work with children. This suggests that the practice teaching time alloted in programs is justified and worthwhile. More than that, it appears that even more time should be given to this experience.

VI RECOMMENDATIONS FOR FUTURE RESEARCH

From the information gathered in this study, further research is encouraged in the following areas.

1. A study could be undertaken with elementary school physical education specialists in which the specialists would be asked to react to the list of objectives identified in this study. This would help validate these objectives.

2. A second possiblity could be an attempt to identify priorities within the list of objectives. By obtaining opinions from various sources (teacher educators, supervisors, physical education specialists, principals, classroom teachers, and parents), it would be possible to identify which objectives are most important, the sequence in which they should be achieved, and the degree of mastery which should be required.

3. Another research possibility could be the identification of the type of delivery system that could best help the student achieve the objectives. Through a comparison of different delivery systems, one might be able to match certain systems more appropriately with certain objectives.

4. It would also be interesting to expand upon this study by identifying each objective in behavioral terms. These more specific objectives could then be taught to a selected group. Finally, the results could be evaluated to determine if the objectives were achieved.

5. It was pointed out in this study that an increased emphasis is being placed on physical education in elementary

schools. As a result, the classroom teacher may become more involved than ever before in teaching physical education. Since the list of objectives identified in this study related specifically to specialists, a further study might be initiated in the same vein for classroom teachers. What kind of objectives could the classroom teacher relate to with regard to physical education? Which objectives, from the list identified in this study, can or cannot be achieved by the classroom teacher? Would additional objectives be appropriate?

6. A long-term study could be undertaken to determine the impact of the increasing emphasis of elementary school physical education on the training of specialist teachers in physical education. Are the objectives identified in this study capable of meeting the changing needs of the specialists? Will specialists, through achievement of these objectives, be prepared to teach daily lessons in physical education and maintain a learning atmosphere? Are more or different objectives required? Should the teacher training program be strengthened?

VII. SUMMARY AND CONCLUSION

In this chapter, the investigator attempted to summarize the study. Information was provided regarding the problem, data collection and data analysis. Some implications were suggested for teacher education programs in general. Recommendations were also proposed for future research.

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APPENDIX A

QUESTIONNAIRE TO SUPERVISORS

OF

ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS

This questionnaire has been designed to discover what physical education school supervisors think about the preparation of elementary school physical education school teachers.

Please respond to every item.

Thank you for your co-operation.

All information is strictly confidential and will be used for educational research purposes only.

Please return to:

Mr. Donald Arsenault
Graduate Student
Department of Elementary Education
University of Alberta
Edmonton 7, Alberta

1. What is the extent of your academic and professional preparation? Please check (✓) those statements that apply.

A. B. P. E. _____	
B. B. Ed. (Elementary) _____	
(Secondary) _____	
C. M. Ed. (Elementary) _____	
(Secondary) _____	
D. M.A. or M.Sc. _____	
E. Ph.D. or Ed. D. _____	
F. Bachelor's degree other than in Education _____	
H. Other (Please specify) _____	

2. How many years of teaching experience do you have and at what grade levels?

A. Primary grades (1 to 3) _____ years

B. Intermediate grades (4 to 6) _____ years

C. Junior grades (7 to 9) _____ years

D. Senior grades (10 to 12) _____ years

E. College or University _____ years

3. How many years have you been a supervisor, a consultant, or an advisor in elementary school physical education?

_____ years

YOUR NAME

4. Please estimate in percentages (Total 100%) the items below which best describe the elementary school physical education teachers in your area.

A. Highly qualified in elementary school physical education (i.e. degree, major, specialization)	%
B. Have some courses in elementary school physical education	%
C. Have few or no courses in elementary school physical education	%
TOTAL	100 %

5. Who teaches the physical education classes in the elementary schools in your area. Please estimate a percentage. (Total 100%)

A. Elementary school physical education specialist for grades 1 to 6	%
B. Elementary school physical education specialist for grades K to 3	%
C. Elementary school physical education specialist for grades 4 to 6	%
D. Part time specialist. (Teaches other subjects part of the school day and physical education classes during the remainder of the day)	%
E. Visiting elementary school physical education specialist employed by the school board (Teaches in more than 1 school)	%
F. Classroom teacher with some background in elementary school physical education	%
G. Other (Please specify)	%
	%
	%
TOTAL	100 %

6. What types of courses do you feel are important for prospective teachers of elementary school physical education. Please list only the courses which are specific to elementary school physical education.

TYPE OF COURSE	BRIEF DESCRIPTION	COMMENTS R: Required course O: Optional course S: Strongly rec.
Example: Creative dance	Basic principles of movement	R. for students MAJORING S. for students who MINOR O. for all other elementary education students.

7. In your opinion, what kinds of physical education teachers are MOST needed in the elementary schools of your Province. Please complete all the items by putting a check (✓) in the appropriate column.

Code: P - Top Priority
I - Important
L - Less Important
N - Not Necessary.

	P.	I.	L.	N.
A. Elementary school physical education specialist for grades 1 to 6				
B. Elementary school physical education specialist for grades K to 3				
C. Elementary school physical education specialist for grades 4 to 6				
D. Part time specialist (Teaches other subjects part of the school day and physical education classes during the remainder of the day)				
E. Visiting elementary school physical education specialist employed by the school board (Teaches in more than one school)				
F. Elementary school physical education consultant (Provides IN-SERVICE training, clinics, workshops for teachers)				
G. Classroom teacher with some background in elementary school physical education				
H. Other (Please specify)				

8. What features of the present preparation programs for elementary school physical education teacher candidates do you favor? Please complete all items by putting a check (✓) in the appropriate column.

	P.	I.	L.	N.
A. Classroom observations				
B. Student teaching				
C. Courses dealing with growth and development patterns of children				
D. Laboratory courses with special attention to movement education for grades 1 to 6				
E. Other (Please specify)				

9. What can be done to improve teacher preparation programs for elementary school physical education? Please complete all items by putting a check (✓) in the appropriate column.

	P.	I.	L.	N.
A. Increase the emphasis on courses dealing with the growth and development of the child				
B. Provide more opportunities to work with children, under supervision				
C. Apply research on human movement to the teaching of elementary school physical education				
D. Provide opportunities for all elementary education teacher candidates to include physical education in their curriculum				
E. Provide a MAJOR or SPECIALIZATION in physical education at the elementary level				
F. Other (Please specify)				

10. Indicate your preferred program objectives for the preparation of elementary school physical education teachers. Please complete all items by putting a check (✓) in the appropriate column.

Code: P - Top priority objective
I - Important objective
L - Less important objective
N - Not necessary objective

	P.	I.	L.	N.
A. Growth and Development				
1. To acquire skill in the assessment of the child's developmental level and needs				
2. To gain knowledge of the scientific principles which may increase understanding of human movement				
3. To be able to identify the uniqueness of each individual child as well as the similarities among individuals				
4. To understand and appreciate the effect of the environment (social, cultural, physical) on the child				
B. Learning Process				
5. To be able to select from a variety of strategies, the appropriate teaching strategies for games, dance and gymnastics				
6. To be able to help the child relate that which is learned in physical education to his total learning experiences in the school				
7. To become knowledgeable in research in the area of elementary school physical education				
8. To be able to adjust learning opportunities to the needs, interests and purposes of boys and girls				

	P.	I.	L.	N.
C. Movement Experiences				
9. To be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes				
10. To become knowledgeable in the areas of games, dance, gymnastics				
11. To be able to stimulate imaginative and creative movement in children				
12. To become skillfull in observing effort actions of human movement (force, time, space, flow)				
D. Organization and Administration				
13. To be able to plan the TOTAL physical education program for the elementary school, (i.e. instructional, intramural, intra-scholastic)				
14. To be able to plan lessons, related experiences and program guides				
15. To be able to organize and administer sequential programs in elementary school physical education				
16. To be able to work co-operatively with school personnel				
17. To be able to act as a liaison between school and community for recreational activities				
18. To acquire some knowledge in the care of facilities and equipment				
19. To be able to identify the type of environment that will provide children with the best possible learning situation (i.e. safety, group work, classroom atmosphere)				
20. To acquire skill in formulating and implementing school policies, standards and procedures (i.e. budget, purchase, public relations, scheduling)				
21. To be able to understand the role and the responsibility of the elementary school physical education teacher				

	P.	I.	L.	N.
E. Evaluation				
22. To be able to assess the effectiveness of a teaching strategy when used in teaching a game, a dance or gymnastics				
23. To be able to help children to assess themselves				
24. To be able to use and interpret cumulative records (i.e. fitness)				
25. To be able to assess the TOTAL elementary school physical education program				
26. To be able to assess the abilities, needs, aptitudes, interests and attitudes of children				

Thank you for your time. I would be interested in any comments or reactions you might have regarding this questionnaire. I would also invite you to add comments about features of elementary physical education programs which have not been mentioned in the questionnaire.

QUESTIONNAIRE FOR PHYSICAL EDUCATION PERSONNEL IN CANADIAN TEACHER EDUCATION INSTITUTIONS

This questionnaire has been designed to help describe the objectives, content and evaluation procedures of teacher preparation programs in elementary school physical education.

Please respond to every item.

Thank you for your co-operation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL RESEARCH PURPOSES ONLY.

PLEASE RETURN TO:

Mr. Donald Arsenault
Graduate Student
Department of Elementary Education
University of Alberta
Edmonton 7, Alberta

1. Name of institution _____

2. What is the extent of your academic and professional preparation? Please check (✔) those statements that apply.

A. B.P.E. _____	
B. B. Ed. (Elementary) _____	
(Secondary) _____	
C. M. Ed. (Elementary) _____	
(Secondary) _____	
D. M.A. or M.Sc. _____	
E. Ph.D. or Ed.D. _____	
F. Bachelor's Degree other than in Education _____	
G. Other (Please specify) _____	

3. How many years of teaching experience do you have and at what grade levels?

A.	Primary grades (1 to 3)	_____ years
B.	Intermediate grades (4 to 6)	_____ years
C.	Junior grades (7 to 9)	_____ years
D.	Senior grades (10 to 12)	_____ years
E.	College or University	_____ years

YOUR NAME

4. What is the present status of elementary school physical education courses in your program? Please check (✓) those statements that apply to your institution.

A. Offer a MAJOR or SPECIALIZATION in elementary school physical education at the undergraduate level	
B. Offer a MAJOR or SPECIALIZATION in K-12 at the undergraduate level. (i.e. courses in elementary school physical education are included in the K-12 program	
C. Offer some courses in elementary school physical education at the undergraduate level	
D. Do not offer any courses in elementary school physical education as distinquished from secondary school physical education at the undergraduate level	
E. Offer courses in elementary school physical education at the graduate level	
F. Other (Please specify)	

5. If you do offer a program of courses in elementary school physical education, how many students are enrolled in these courses?

1st year	_____students
2nd year	_____students
3rd year	_____students
4th year	_____students
Graduate students	_____

6. How many full time instructors does your institution provide to work in the area of PHYSICAL EDUCATION:

_____

7. How many full time instructors does your institution provide to work in the area of ELEMENTARY SCHOOL PHYSICAL EDUCATION:

_____

8. If a MAJOR or SPECIALIZATION in elementary school physical education is offered by your institution, how many courses or credit hours in elementary school physical education are needed to meet these requirements?

A. One course (60 - 90 hours) _____

B. Two courses (120 - 180 hours) _____

C. Three courses (180 - 270 hours) _____

D. Four courses (240 - 360 hours) _____

E. Other (please specify) _____

9. What types of courses do you offer? Please fill the information in the space below. List all the courses offered by your institution which are specific to elementary school physical education.

TYPE OF COURSE	DURATION	BRIEF DESCRIPTION	COMMENTS R. - required course O. - optional course S. - strongly rec.
Example: Dance	½ course or 45 hours	Basic principles of movement and their use in dance and dance drama.	Required for students majoring in E.S.P.E. Strongly recommended for MINORS in E.S.P.E. Optional for all other elementary education students.

TYPE OF COURSE	DURATION	BRIEF DESCRIPTION	COMMENTS R. - required course O. - optional course S. - strongly rec.

10. List the Diplomas, Degrees, or certificates that may be earned by elementary school physical education candidate teachers in your institution and list the number of years normally required to achieve each.

DIPLOMA, DEGREE, CERTIFICATE	YEARS OF STUDY
1.	
2.	
3.	
4.	

11. In your opinion, what kinds of physical education teachers are MOST needed in the elementary schools of your Province. Please complete all the items by putting a check (✓) in the appropriate column.

Code: P - Top Priority, I - Important, L - Less Important
N - Not Necessary.

	P.	I.	L.	N.
A. Elementary school physical education specialist for grades 1 to 6				
B. Elementary school physical education specialist for grades K to 3				
C. Elementary school physical education specialist for grades 4 to 6				
D. Part time specialist (Teaches other subjects part of the school day and physical education classes during the remainder of the day.)				
E. Visiting elementary school physical education specialist employed by the school board. (Teaches in more than one school.)				
F. Elementary school physical education consultant. (Provides IN-SERVICE training, clinics, workshops for teachers.)				
G. Classroom teacher with some background in elementary school physical education				
H. Other (Please specify)				

12. What features of the present preparation programs for elementary school physical education teacher candidates do you favor? Please complete all items by putting a check (✓) in the appropriate column.

	P.	I.	L.	N.
A. Classroom observations				
B. Student teaching				
C. Courses dealing with growth and development patterns of children				
D. Laboratory courses with special attention to movement education for grades 1 to 6				
E. Other (Please specify)				

13. What can be done to improve teacher preparation programs for elementary school physical education? Please complete all items by putting a check (✓) in the appropriate column.

	P.	I.	L.	N.
A. Increase the emphasis on courses dealing with the growth and development of the child				
B. Provide more opportunities to work with children, under supervision				
C. Apply research on human movement to the teaching of elementary school physical education				
D. Provide opportunities for all elementary education teacher candidates to include physical education in their curriculum				
E. Provide a MAJOR or SPECIALIZATION in physical education at the elementary level				
F. Other (Please specify)				

14. Which of the following methods of evaluation do you use when measuring individual progress made by students in your elementary school physical education professional preparation program. For example, if grades are based on these measures, will you please indicate approximate weighting:

67% or more
34-66%
33% or less
not used

	WEIGHTING			
	67-100%	34-66%	33%	0
A. Subjective opinion of the instructor				
B. Term projects (papers)				
C. Interview				
D. Theoretical examinations (mid-term, final)				
E. Personal skill performance				
F. Self-rating by students				
G. Evaluation by other students (sociometric tests)				
H. Others (Please specify)				

15. Do you feel the individual progress of students could be measured in other ways? If the answer to this question is YES, please specify in the space provided.

Yes ☐ No ☐

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16. What sources of information do you use at present to assess the effectiveness of the professional preparation program for elementary school physical education teacher candidates. Please complete all the items by putting a check (✓) in the appropriate column. For example, if your program is evaluated with these measures, will you please indicate an approximate weighting:

67% or more
34-66%
33% or less
not used

	WEIGHTING			
	67-100%	34-66%	33%	0
A. Observation. (Of students or graduates) _____				
B. Questionnaire. (Follow-up studies of graduates) _____				
C. Student teaching and other field experience reports _____				
D. Standardized tests (Ex. Laporte _____				
E. Reports from administrators on teaching strengths and weaknesses of recent graduates _____				
F. Continuous follow-up on achievements of graduates _____				
G. Staff meetings to evaluate the total program _____				
H. Others (Please specify) _____				
_____				
_____				

17. Do you feel the professional preparation program could be measured in other ways? If the answer to this question is YES, please specify in the space provided.

Yes ☐ No ☐

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18. Indicate your preferred program objectives for the preparation of elementary school physical education teachers. Please complete all items by putting a check (✓) in the appropriate column.

Code: P - Top priority objective
I - Important objective
L - Less important objective
N - Not necessary objective

	P.	I.	L.	N.
A. Growth and Development				
1. To acquire skill in the assessment of the child's developmental level and needs				
2. To gain knowledge of the scientific principles which may increase understanding of human movement				
3. To be able to identify the uniqueness of each individual child as well as the similarities among individuals				
4. To understand and appreciate the effect of the environment (social, cultural, physical) on the child				
B. Learning Process				
5. To be able to select from a variety of strategies, the appropriate teaching strategies for games, dance and gymnastics				
6. To be able to help the child relate that which is learned in physical education to his total learning experiences in the school				
7. To become knowledgeable in research in the area of elementary school physical education				
8. To be able to adjust learning opportunities to the needs, interests and purposes of boys and girls				

	P.	I.	L.	N.
C. Movement Experiences				
9. To be able to guide boys and girls in learning the significance of movement and how better to use the body for functional and expressive purposes.				
10. To become knowledgeable in the areas of games, dance, gymnastics				
11. To be able to stimulate imaginative and creative movement in children				
12. To become skillfull in observing effort actions of human movement (force, time, space, flow)				
D. Organization and Administration				
13. To be able to plan the TOTAL physical education program for the elementary school, (i.e. instructional, intramural, interscholastic)				
14. To be able to plan lessons, related experiences and program guides				
15. To be able to organize and administer sequential programs in elementary school physical education				
16. To be able to work co-operatively with school personnel				
17. To be able to act as a liaison between school and community for recreational activities				
18. To acquire some knowledge in the care of facilities and equipment				
19. To be able to identify the type of environment that will provide children with the best possible learning situation (i.e. safety, group work, classroom atmosphere)				
20. To acquire skill in formulating and implementing school policies, standards and procedures. (i.e. budget, purchase, public relations, scheduling)				
21. To be able to understand the role and the responsibility of the elementary school physical education teacher				

E. Evaluation	P.	I.	L.	N.
22. To be able to assess the effectiveness of a teaching strategy when used in teaching a game, a dance or gymnastics				
23. To be able to help children to assess themselves				
24. To be able to use and interpret cumulative records (i.e. fitness)				
25. To be able to assess the TOTAL elementary school physical education program				
26. To be able to assess the abilities, needs, aptitudes, interests and attitudes of children				

Thank you for your time. I would be interested in any comments or reactions you might have regarding this questionnaire. I would also invite you to add comments about features of elementary physical education programs which have not been mentioned in the questionnaire.

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